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ORGANIZED MAY 28, 1913

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MICHIGAN HISTORY MAGAZINE

VOLUME XIII, AUTUMN NUMBER, 1929

GEORGE N. FULLER, *Editor*

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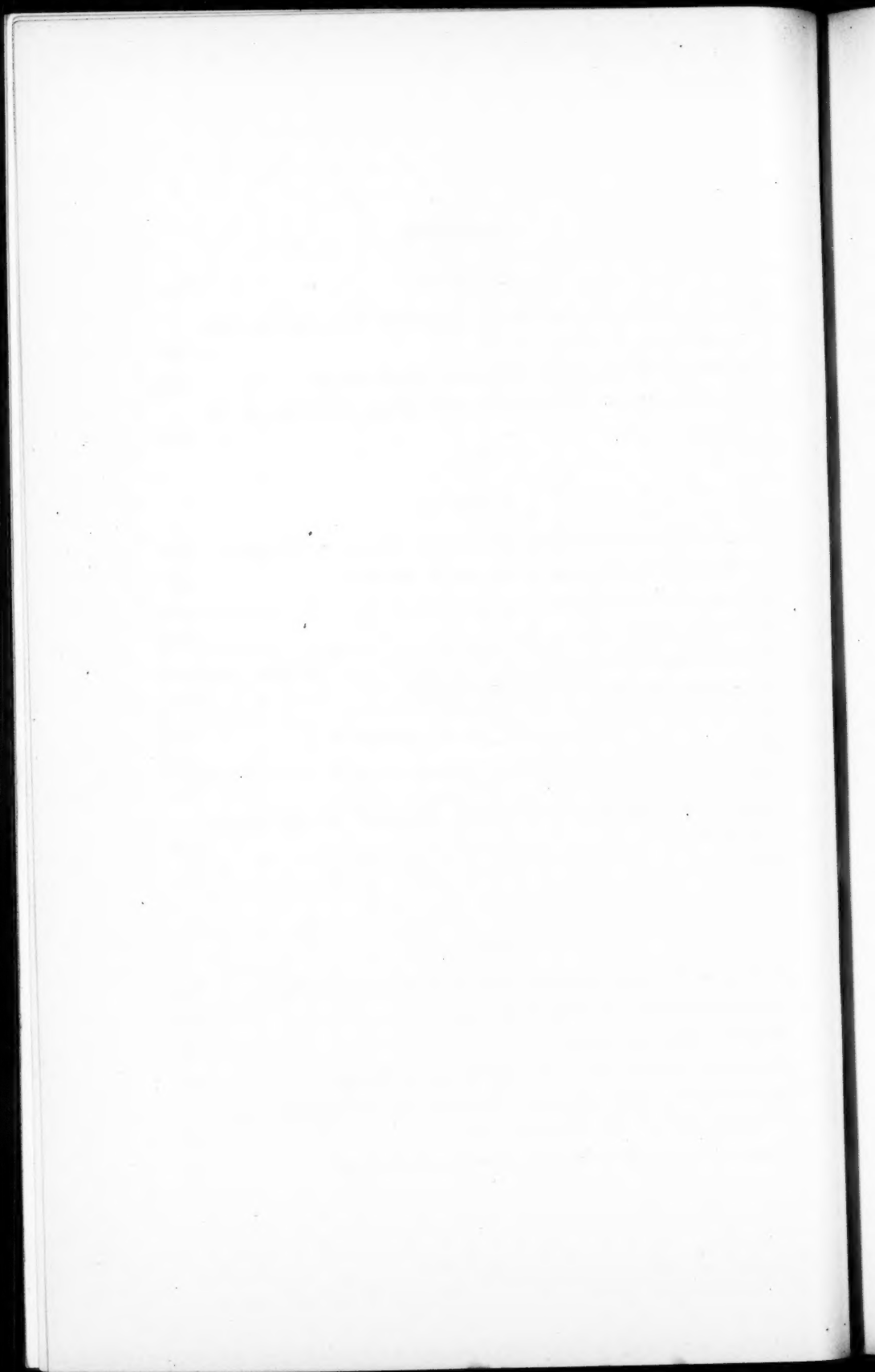
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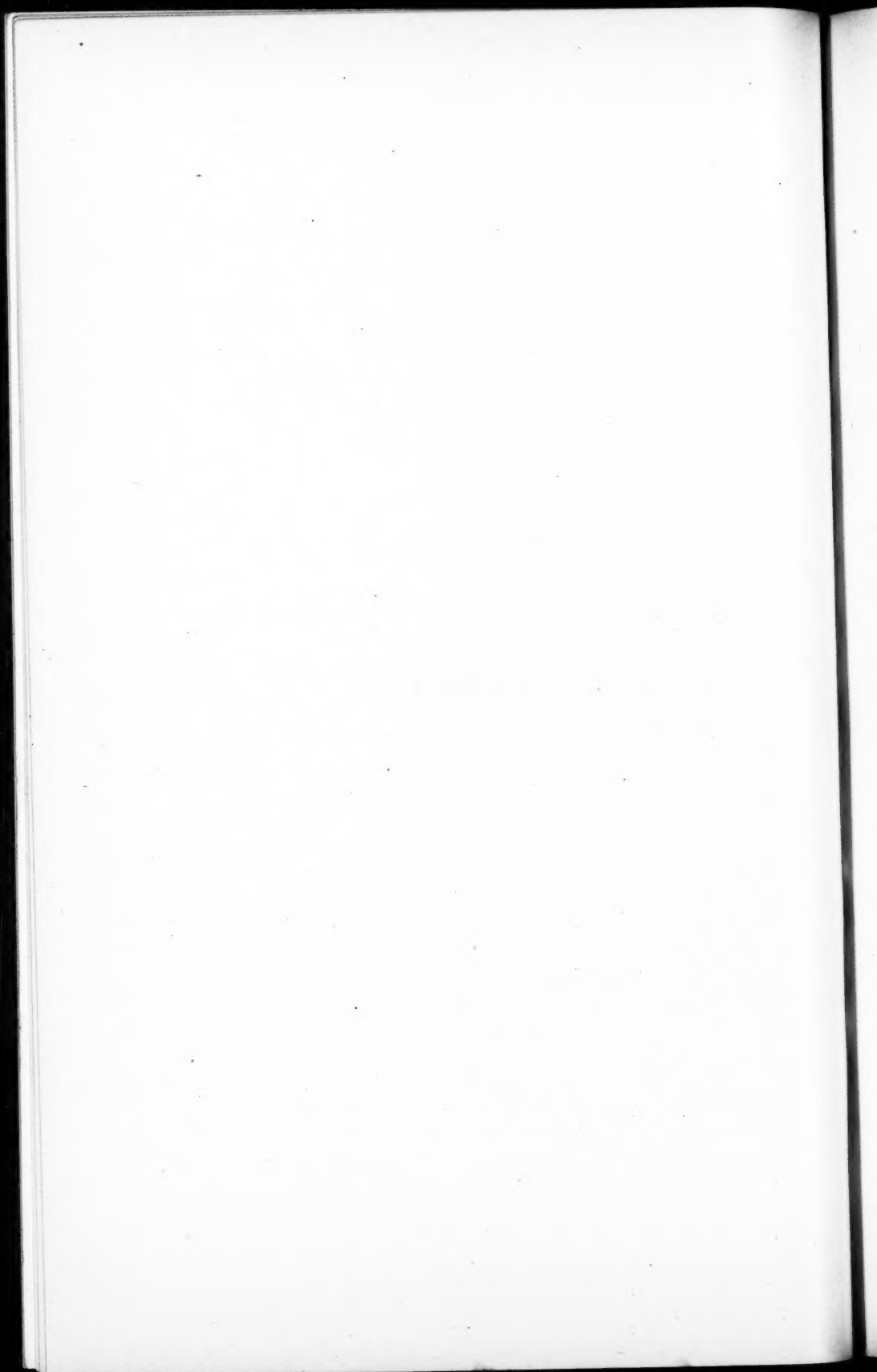
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PART I



THE TEACHING OF MICHIGAN HISTORY

BY CLAUDE S. LARZELERE, M. A.

(Professor of History, Central State Teachers' College, author of *The Story of Michigan*.)

SEVERAL questions will at once arise in the mind of the teacher who is interested in the teaching of state history. Has local and state history educational value? Has it interest for boys and girls, and, if so, at what age? Where can suitable material be obtained? And how can time for it be found?

While it is true that so far as government is concerned the individual States are playing a relatively less and less important role and that nationalism is ever growing, it is not desirable it seems to me, that state pride should be lost or that interest in the neighborhood should not be stimulated. It is rather unfortunate that voters should be more interested in the election of a president than in that of a governor or a mayor. The local health officer more vitally affects our everyday life than the Secretary of State, and the enforcement of the truancy law is of greater importance than the Mexican question. There is not much danger of an undue development of provincialism in these days.

The study of local history is good for the development of the historical spirit. By its study the pupil can easily be made to see how institutions have developed, how present conditions have grown out of the past. He can be brought face to face with historical material. He can make use of the sources in their most valuable and interesting form. He can gain experience in investigation and the collection of material and "obtain the best training that history has for him in accuracy, the nice weighing of evidence, the sympathetic interpretation of the past."

In the next place, through the study of local and state history the pupil may be led to understand and interpret more easily and fully historical events and movements of a more general character. For example, the life of the early settlers in the pupil's town or county will be typical of

pioneer life in general; the movement of people into the pupil's vicinity will illustrate well the general westward movement of population; the varieties of nationality in the school or community will show the composite character of the population of the United States. To have its greatest educational value, local and state history should not be isolated but should be connected with and put into the proper relationship to the more general history of the country.

There is much in the history of any State, certainly in that of Michigan, that can be made of interest and profit to children of school age. In fact, there is an abundance of material that is suitable for children in the elementary school, for pupils in the high school, and even for students in the college and university.

What child in the lower grades, at that age when myths strongly appeal to him and are of value to him, would not be interested in the many Indian legends connected with various parts of the state? Take this one, for example, which accounts for the islands of the St. Clair and Detroit rivers:

Sleeping Bear, a great manitou, who lived on the point of land named after him on the eastern shore of Lake Michigan, had a daughter of such beauty that he was afraid she would be stolen. He, therefore, put her into a box which he sank in the lake, tying it with a long rope to a stake on the shore. Every day the father would draw the box to shore and feed and caress his child.

The South Wind was passing one day while the maiden was upon the shore and he tarried to woo her. While he stayed, the beautiful Indian summer prevailed throughout the region. But the North Wind and the West Wind also heard of the beautiful girl and they, too, came to woo her. A fierce rivalry soon arose among the winds which resulted in a terrible storm. So violent was the tempest that the rope holding the box which contained the maiden was broken and the box floated down to the lodge of the Prophet, the Keeper of the Gates of the Lakes, who lived at the outlet of Lake Huron, who made her his bride.

Sleeping Bear was angry at this and caused a mighty tempest to arise which swept away the lodge of the Prophet and the land on which it stood. Out of the land thus carried away were formed the numerous islands which may be seen in the St. Clair and Detroit rivers. The Prophet was drowned and buried beneath Peche Island, to which the Ottawa warriors used to resort in order to consult his spirit.

The box in which the maiden had lived was broken up and out of its fragments was formed Belle Isle, upon which the beauty lived forever after. Her father, in order to guard her and prevent any further trouble, placed many rattlesnakes upon the island as her guardians to keep off all intruders.

The early French explorers, stimulated at the sight of pieces of copper and by stories told by the Indians, were anxious to find the sources of supply. The Indians doubtless knew where the copper beds were located on Isle Royale and on the southern shore of Lake Superior, but they were loth to give information on the subject as they were superstitious about the matter, believing that the manitous, or spirits, guarded the copper deposits and would punish them if they revealed their location to the white man.

In these days when copper is such an important product, the following legend is of interest: The Indians told the Frenchmen that copper had first been discovered by four hunters, who had landed, one day, on an island in the northern part of the lake. Desiring to cook their food, they placed it in some water in a vessel made of bark, and, according to their custom, gathered stones and after heating them red hot dropped them into the dish of water. After awhile they noticed that the stones were composed of pure copper. As soon as they had eaten, they hastened to their canoe to set out, as they were afraid of the hares and lynxes, which grew as large as dogs on this island, and which, they were afraid, would eat up their food and perhaps their canoe also.

They gathered a few of the wonderful stones to take with them; but hardly had they left the island when a deep voice like thunder was heard over the waves, "Who are these thieves

who steal the toys of my children?" It was the powerful manitou of the lake calling to them. The hunters hastened away as fast as they could paddle. Three of them died before they reached land, while the fourth lived only long enough to get back to his village and tell of their adventure. The island upon which they had found the strange metal had no foundation, according to the Indians, but floated about with the movement of the winds and waves. No one had dared to land on its shores since the four hunters were there because of the wrath of the manitou.

This, of course, is not history, but such legends may well pave the way with young children for history stories, which may be supplied in abundance from the history of the State.

Can you imagine that a child would not be interested in the story of the two priests, Dollier and Galinee, who pushed up the Detroit River in their birch-bark canoes and landed one day, in 1670, near the place where Detroit now stands? Here they found a large stone roughly resembling a human figure. The Indians had daubed it with red paint and worshipped it as a manitou. About it were scattered offerings of tobacco, maple sugar, and different kinds of food. This idol was held in great veneration by the savages. They believed that it was his voice that they heard when the winds blew over the Lakes, and that he controlled the winds and caused them to blow or not to blow as he wished.

In some way the priests connected this device of the devil, as they considered it, with misfortunes which had befallen them. They believed that it stood in the way of carrying Christianity to the heathen. "After the loss of our altar service," wrote Galinee, "and the hunger we had suffered, there was not a man of us who was not filled with hatred against this false deity. I devoted one of my axes to breaking him in pieces; and then, having fastened our canoes side by side, we carried the largest piece to the middle of the river, and threw it, with all the rest, into the water, that he might never be heard of again. God rewarded us immediately for this good action, for we killed a deer and a bear that same day."

The Indians had a legend that after the missionaries had departed a band of red men arrived to place their offerings at the foot of the idol. They could find only small pieces of it scattered about. These they carefully collected and placed in their canoes. As they were about to depart, they heard a deep voice sounding over the water which directed them to the place where the manitou had taken refuge upon what is now called Belle Isle. Here they were told to scatter the fragments of the idol. No sooner was it done than the pieces of stone were changed into rattlesnakes, which were to be sentinels to guard the home of the manitou from the invasion of the white man.

At the age when children are hungry for stories of adventure, what would please them better than accounts of the doings of French explorers, missionaries, fur traders, and *coureurs de bois* in the region of the Great Lakes? Marquette, LaSalle, and Cadillac are as attractive heroes and of as much historical importance to us in the Old Northwest as Captain John Smith, Miles Standish, or William Penn.

Would not some "punch" be added to the study of the transfer of French territory to the English at the close of the French and Indian War by reading how Major Rogers took possession of Detroit in the name of his Britannic Majesty?

Rogers was one of the most noted Indian fighters of those days. This description of him would catch the interest of the boys at once: "He wore a close-fitting jacket, a warm cap, coarse woolen trousers, leggings, and moccasins. A hatchet was thrust into his belt, a powder-horn hung at his side, a long, keen hunting-knife, and a trusty musket completed his armament; and a blanket and a knapsack stuffed with bread and raw salt pork, together with a flask of spirits, made up his outfit. He could speak to the Indian or the Frenchman in a language they could understand; he knew every sign of the forest, every wile of his foes, and repeatedly his bravery and coolness had brought him safely through the most critical situation. He lifted a scalp with as little compunction as did any Indian, and counted it the most success-

ful warfare to creep into an Indian encampment by night, to set fire to the lodges, and to make his escape by the light of the flames, with the screams of the doomed savages resounding in his ears." (Moore, *The Northwest under Three Flags*, 103).

At the head of his "Rangers," famous for the part they had taken in Indian warfare, Rogers drew near to Detroit and sent a messenger to ask for its surrender. The French commander was disposed to resist at first and he tried to stir up the Indians against the English. He even put upon the flag-staff a wooden image of Roger's head, upon which was perched a crow, to represent himself, scratching out the brains of the British leader.

Convinced, however, by a letter from the French governor in Canada which was sent to him by Rogers that the French cause was hopeless, and finding that the Indians would not fight on his side, the commander surrendered on the 29th of November, 1760. His soldiers were marched out upon the plain surrounding the fort, where they laid down their arms, while the Indians jeered in derision, tauntingly shouting that Rogers must be the crow and the French commander the victim. The lilies of France, which had been floating over Detroit since 1701, were hauled down from the flag-staff of Fort Pontchartrain and the red cross of St. George was raised in their place.

For the boy in the blood-and-thunder stage what a galaxy of good stories are furnished by Pontiac's Conspiracy. These, as told by Parkman, might well be used to supplant the "penny-dreadful" and "nickel-library" which the boy will read at this age unless something better is given him. Hamilton, "the hair-buyer," and his capture by George Rogers Clark, the defeat of St. Clair and the victories of Wayne, Hull's surrender, the battle of the Raisin River, Perry's victory, and Tecumseh furnish more material of the same kind.

How little do the graduates of our schools realize that the State in which they live was for so long a part of France and that it had a narrow escape from remaining a part of

Canada! We do teach that the British held several forts in the Northwest long after the Treaty of 1783 and that Jay's Treaty secured their surrender. But how much more real would this seem to the pupils if they could have placed before them the following picture of the raising of the Stars and Stripes for the first time above Detroit, as given by a historian of the Old Northwest:

"Sailing up to the great wooden wharf," the detachment of American soldiers that had been sent for the purpose "disembarked, and marched up one of the narrow, unpaved streets, with its footway of squared logs laid transversely, thence through one of the two gates on the water side of the strong stockade, and through the town and up the slope" to the fort that had been built by the British when it was feared that George Rogers Clark would attack Detroit.

"As the troops passed up the street, crowds of barefooted Frenchmen greeted them in a language they did not understand, and bebies of dark-eyed French girls gazed demurely from under the wide brims of their straw hats, anxious to discover whether the homespun-clad newcomers were fitted to take the place of the gorgeous-hued soldiers and sailors whom the fate of war had sent away. Nor were Indians wanting; old squaws, leading their daughters, leered at the soldiers; chiefs and warriors of many tribes, hideous in their paint and more hideous in the wounds received in drunken orgies, moved about with what dignity they could command, or sat in the sun smoking their stone pipes, waiting for General Wabanz (General To-morrow) to distribute the presents he was ever promising and never bestowing.

"At the hour of noon the last of England's troops made their way to the ramparts, and, loosing the halyards, the flag that for thirty-four years had floated over the town of Cadillac's foundation dropped slowly to the ground. While the British soldiers gathered up the dishonored ensign, eager Americans bent the Stars and Stripes, and as the joyous folds of the beautiful banner streamed out on the July breeze a cheer went up from the little band of United States soldiers,

whose feet at last trod the soil made theirs by the conquest of Clark, seventeen years before." (Moore, *The Northwest Under Three Flags*, 373-4.)

It might add interest and value to the discussion of the invention of the steamboat and its effect upon our industrial and social history to call attention to the first steamboat upon Lake Erie, the Walk-in-the-Water, bringing in such incidents as that it was not powerful enough to get out into Lake Erie against the current of Niagara River, where it was built, and so was hauled out by sixteen yoke of oxen, a "horned breeze" as it was called; and that the Indians had been told "that a great ship drawn by sturgeons was to make its appearance in the Detroit River, and when the steamer glided up the stream without any visible means of progress, the red men swarmed along the shore and filled the air with their noisy shouts of wonder," and when it blew off steam, many of them ran off to the woods greatly frightened. A topic worthy of investigation might be the effect of the invention of the steamboat upon the settlement and development of the region about the Great Lakes. It would also be worth while to compare the "Walk-in-the-Water" with the giant boats of the Lakes today and show the importance of the traffic which they carry on.

How boys and girls love a hero! And how they would admire the heroism of Lewis Cass as shown in the following incident, and how much light would be thrown upon the character of the Indians and upon their relation to the British and to the Americans by it! Cass had gone to the "Soo" to obtain possession of a tract of land which had formerly been granted to the French and which the Indians had acknowledged by treaty to belong now to the Americans. "The braves, evidently restless and out of humor," writes Professor McLaughlin, "assembled to meet the Americans. Arrayed in their best attire, and many of them adorned with British medals, they seated themselves with even more than their wonted solemnity and dignity, and prepared to hear what Governor Cass desired. At first pretending not to

know of any French grants, they finally intimated that our government might be permitted to occupy the place if we did not use it as a military station. The governor, perceiving that their independence and boldness verged on impudence and menace, answered decisively that as surely as the 'rising sun would set, so surely would there be an American garrison sent to that point, whether they received the grant or not.' The excitement which had been ready to break forth now displayed itself. The chiefs disputed among themselves, some evidently counseling moderation, others favoring hostilities. A tall and stately-looking chieftain, dressed in a British uniform with epaulets, lost patience with moderation and delay. Striking his spear into the ground, he drew it forth again, and, kicking away the presents that lay scattered about, strode in high dudgeon out of the assembly.

"The Indian camp was on a small hill a few hundred yards from that of the Americans. The dissatisfied chiefs went directly to their lodges, and in a moment a British flag was flying in the very faces of the little company of white men. The soldiers were at once ordered under arms. Everyone expected an immediate attack, for the Indians, greatly outnumbering the Americans, had not disguised their insolence and contempt. In an instant Governor Cass took his resolution. Rejecting the offers of those who volunteered to accompany him, with no weapon in his hands and only his interpreter beside him, he walked straight to the middle of the Indian camp, tore down the British flag, and trampled it under his feet. Then addressing the astonished and even panic-stricken braves, he warned them that two flags of different nations could not fly over the same territory, and should they raise any but the American flag, the United States would put its strong foot upon them and crush them. He then turned upon his heel and walked back to his own tent, carrying the British ensign with him. An hour of indecision among the Indians ensued. Their camp was quickly cleared of women and children, an indication that a battle was in immediate prospect. The Americans, looking to their guns, listened for the war-whoop and awaited attack.

But the intrepidity of Governor Cass had struck the Indians with amazement. It showed a rare knowledge of Indian character, of which his own companions had not dreamed. Subdued by the boldness and decision of this action, the hostile chiefs forgot their swaggering confidence, and in a few hours signed the treaty which had been offered them."

We talk much in general terms in our American history classes about the western movement of population. All too seldom do we take actual typical cases of emigrants moving to the West by way of the Erie Canal and the Great Lakes, by the Cumberland Road and the Ohio River, or by other routes, bringing out the actual life on the road. By the study of the early settlement of our state we may often catch the spirit and enthusiasm of this westward movement in a way that cannot be done by a general treatment of the subject.

For instance, "By 1837," says a writer, "it seemed as if all New England were coming to the State (of Michigan). The fever for emigration pervaded the whole region from Rhode Island to Vermont, and everyone seemed to have adopted for his own the popular song, 'Michigania.' The first verse runs thus:

Come, all ye Yankee farmers who wish to change your lot,
Who've spunk enough to travel beyond your native spot,
And leave behind the village where Pa and Ma do stay,
Come follow me and settle in Michigania,—
Yea, yea, yea, in Michigania!

No wonder that settlers poured into our Territory when its praises were sung in this fashion:

Know ye the land to the emigrant dear,
Where the wild flower is blooming one-half the year;
Know ye the land of the billow and breeze,
That is pois'd like an isle, amid fresh-water seas;
Whose forests are ample, whose prairies are fine,
Whose soil is productive, whose climate benign?
Remote from extremes—neither torrid nor cold,
'Tis the land of the sickle, the plough, and the fold;
'Tis a region no eye e'er forgets or mistakes;
'Tis the land for improvement—the land of the lakes.

To you, then, I turn—and I turn without fears,
Ye hardy explorers, ye bold pioneers;
Ye votaries of Ceres, with industry blest,
Whose hopes are still high, and whose course is still west;

Ye men of New England—ye emigrant race,
Who meditate change, and are scanning the place;
Who dig and who delve, on estates not your own,
Where an acre of land is an acre of stone;
Oh! quit your cold townships of granite, or brakes,
And hie with delight to the land of the lakes.

Or who could resist this siren song:

My eastern friends who wish to find
A country that will suit your mind,
Where comforts all are near at hand,
Had better come to Michigan.

Here is the place to live at ease,
To work or play, just as you please;
With little prudence any man
Can soon get rich in Michigan.

We here have soils of various kinds
To suit men who have different minds,
Prairies, openings, timbered land
And burr oak plains, in Michigan.

Our water's good there's no mistake,
Springs, rivers, brooks, and little lakes
Will all be seen by any man
Who travels through our Michigan.

You who would wish to hunt and fish
Can find all kinds of game you wish;
Our deer and turkey they are grand,
Our fish are good in Michigan.

Ye who have led a single life
And now would wish to get a wife,
I tell you this, now understand,
We have first-rate girls in Michigan."

What interesting pictures of frontier life may be obtained from stories told by early settlers in our own State! How vividly do they bring before us the work of clearing away the forest, the building of the log cabin, the breaking up of the land, sometimes with several yoke of oxen attached to the plow! How we realize some of the troubles of the pioneers when an old settler tells us that millions of mosquitoes, fleas, and bed bugs "were annoying and sucking the life's blood out of us every night. These infernals," he says, "would get into the cracks and crevices of the log castles, and nothing but hell-fire and brimstone would remove them. We dared not resort to that extreme remedy for fear of burning the castle."

And the bite of some of these insects was more than an annoyance, it was a serious menace to health. The bite of the mosquito, bred in countless numbers in the undrained swamps, undoubtedly caused the terrible malaria, the so-called ague or chills-and-fever, which was so prevalent. How we realize the seriousness of the scourge and what an insight into the darker side of pioneer life we get when we read such an incident as this, told by an early settler:

"A family of three—man, woman, and child—were helplessly sick about one mile from us. In the night the child died. They fired alarm guns for assistance, but no assistance came, as there were none able to be out nights, and very few in day time. Three of us, then boys, were enlisted to conduct their funeral for them. We three were the undertaker, preacher, sexton, and funeral procession all together. So we buried their dead 'without a funeral note or gospel word spoken,' and left them in their helpless condition, as we three looked more like escapes from a graveyard than living human beings."

But there was a brighter side to pioneer life. House-raising, log-rollings, and husking-bees were made occasions for neighbors to get together for merry-making as well as for labor. After the work was done, athletic contests and horse races took place; and, commencing in the evening, to the music of the squeaking fiddle, young and old continued to dance until well toward morning, when they would "hook up" their teams and return home.

A study of early railroading in our state takes the pupil directly into the history of transportation in the United States. Stories of lumbering and log-driving on our rivers interest the pupil in one of the great industries of our country. A Michigan forest fire leads into the big subject of conservation of natural resources. Attempted Fenian raids from Michigan into Canada gets one into close touch with the relations between England and Ireland, home rule, and the Ulster trouble. King Strang of the Beaver Islands reminds us of the Mormons. A study of the working of the underground railroad and stories of attempts to capture runaway slaves within the borders of our

State, of which there are several interesting ones, would bring home to the pupil the workings of the Second Fugitive Slave Law more effectively than a lot of general discussion.

Many topics can be found in our state history well suited for special reports or papers by high school students and even worthy of serious investigation by students in the colleges and the University. A few such topics that might be suggested are the personal liberty laws passed to protect fugitive slaves, liquor legislation, the suffrage, history of political parties in the State, "wild-cat" banking, the negro in Michigan, the "copper fever" of 1845, the history of the various religious denominations, how the State got its boundaries, the part played by the State in the Civil War, the history of railroad building, the school system, and many other topics in our political, economic, social, and religious development.

How to obtain time for the study of state history is the problem. In States west of the Alleghanies, less time might be given in the schools to the study of the history of the Thirteen Colonies, valuable as it is. Much, however, may be accomplished by connecting local and state history with the general history of the country as has been suggested above. In this way each will help the other. Topics in state history might well be assigned for papers and special reports in the American history class.

There is considerable good material for this work. Besides the various histories of the State and of the Old Northwest there are the works of Parkman and Schoolcraft and other writers, the Michigan Historical Collections, and for research work, local and state records. Anything like a complete bibliography would occupy considerable space.

THE STUDY OF MICHIGAN HISTORY

BY L. A. CHASE, M. A.

(Professor of History, Northern State Teachers' College)

BEFORE we can study the history of our own state in the schools we must have a textbook worthy of the subject, a good working reference library, and an appreciation of the value of the subject.

Let us consider the last point first. When the main aim of history was to recount the stories of famous battles and to arouse thereby a certain kind of patriotic emotion, or to exalt certain eminent personages, or to perpetuate legends of deeds that have acquired a false glamour through the lapse of time, Michigan had little to offer the conventional writer of history texts, for we have in the annals of our State little of military glory attached to our soil, few personages that rank with even second-rate national celebrities, and few legends that fit in with the stories of the colonization, independence or preservation of the nation. What then can one find worth relating of the history of Michigan?

The writing of history has in recent years undergone a profound change. Rightly or wrongly we are laying aside much of the glamour of history for the more sober and thrill-less narrative of the development of human society and institutions, and it is this new viewpoint in history that affords a new opportunity to the historian of Michigan. In Michigan, as well as elsewhere, one can see a society develop from stage to stage; from the era of the fur trade, the wilderness pioneer, the lumberman, the farmer, the manufacturer, and all the attendant complexities of social progress, to the organized State of the present day.

As a basis for this treatment we start with the physical foundations of the State—its soil, climate, topography, vegetation, waterways, minerals, forests, animal life, and what all this signifies. Then appear the indigenous Indian inhabitants—who they are and what they signify for war and peace, in the fur trade, in agriculture, in trade.

Closely associated with the wild life and the Indian is the fur trader whose operations in Michigan were extensive and picturesque both through the American Fur Company, whose station on Mackinac Island can still be seen, and through independent traders such as Rix Robinson on the Grand River and Joseph Campau's Post on the Saginaw. Then comes the advance of agriculture from the southeastern counties fan-wise throughout the southern peninsula with sporadic efforts in the northern counties of the State, preceded and accompanied by the operations of the lumberman, the fisherman, and the miner. Finally arises manufacturing—at first on a small scale and as an adjunct to the industries just named, and eventually as the major business of the people of the State. With manufacturing came the growth of cities and the extension of transportation on land and water. The railroad system has ramified throughout the State; the highway system has preceded and accompanied the railroad advance, and the Great Lakes and their connecting waters have witnessed the advance from the birch bark canoe of the Indian through the wooden Mackinac boats of the fur traders, the diminutive sailing vessels of the first half of the last century, to the enormous cargo carriers and palatial passenger vessels of today.

This development of the State has eventually given it a leading or nearly leading position in the production of some of the country's most important commodities: beet sugar, rye, copper, furniture, automobiles, charcoal, iron, wire fence, potatoes, certain chemicals, and beans.

It is conceded that it requires some imagination to make out of this kind of achievement a narrative that grips the attention and thrills the soul like the story of Bunker Hill and Gettysburg, as to which we may make two observations—that in the long run these prosy affairs of human existence—the colorless annals of commonplace people working at commonplace tasks, may yet, if correctly evaluated, come to have for us an importance and a fascinating interest that transcend the colorful and dramatic achievements of the conventional history of other

states and nations. Anyway this is our State and we should seek to make the most of it and its history, and the attempt will yield results of surprising interest.

Even as to battles and the glamour of the battlefield and the man-of-war in action, it is too often overlooked that Michigan men and material were present and contributing to the result. The Michigan Cavalry Brigade helped turn the tide at Cedar Creek after Sheridan had made his famous ride of twenty miles or so to wrest victory from defeat, and the Seventh Infantry of Michigan helped lay the pontoon bridge at Fredericksburg that won glory if not victory for Michigan on that terrible day. And Michigan men were at Gettysburg, and the Wilderness, and in at the capture of Jefferson Davis, and Michigan was represented in the fight between the "Alabama" and the "Kearsarge"—all of which ought not to be concealed from the boys and girls of Michigan while they are learning of the great deeds of the men of other states and countries.

Superimposed on the native Indian stock of Chippewas, Ottawas, Potawatomis, and Menominees, are the white peoples; first the French close by the Detroit River and near-by waters; the Yankees everywhere; the Germans nearly everywhere; the Cornishmen in the mining centers; the Poles at Detroit and at some other points; the Finns in the Lake Superior country and also the Swedes; the Bohemians and Hungarians in the Saginaw country; the Dutch near the mid-Lake Michigan shore; and the negroes of Cass County and the cities. At some points there are real colonies of one or another of these nationalities, each with its own language and customs—derived from their Old World ancestors. We want to know about the Old World characteristics of these people—the environment from which they sprang—and the extent to which these Old World traits have been carried over into the Michigan homeland of today, and to what extent these foreign manners and customs have influenced the common life of the people of the State as a whole. This is a story in itself full of interest and consequence, and it has never been adequately told.

How man and nature have worked together and upon each other in Michigan to make the State what it is today needs to be recorded more fully and accurately than hitherto has been attempted. The basic industry of agriculture has been controlled by soil, elevation, and climatic conditions, which in turn have been determined by the glacial topography of the land and the proximity of the Great Lakes. This has given us areas of grain farming, of dairying, of mint, celery, and onion culture—if onions can be said to have culture—of fruit, of forage crops, of sugar beets, and an economic and social life based upon these types of agriculture. It has given us areas of hardwood and pine lumbering and wood-using industries associated with these types. It has given us areas of copper, iron, coal, and gypsum mining and the sort of life associated with these extractive industries. At some point salt, mineral waters, cement, building-stone, brick, and gravel, are the major concern of the industrial population, and attention has even been given to gold, silver, lead, slate, asbestos, petroleum, marble, and what not. In the water courses fish, in the wooded areas game, and the industries associated with these—the fish and fur trade, and the manufacture of arms and implements associated therewith, have been the dominant interest. Factory towns and manufacturing industries have developed associated with the presence of the required raw materials—chemicals at Midland, handles at Marquette, tooth-picks, butter-bowls, and stump-pullers at Escanaba, furniture at Grand Rapids, canneries at many points, tanneries at other points, dairy products everywhere, baby-carriages and wickerware at Menominee, caskets at Owosso, and so forth quite without end. Finally there is Detroit, fourth city of the country in population and first in automobiles and some other things—two centuries and a quarter old with a brilliant future ahead of it. Who shall tell it all—the story of Michigan's industries as they once were and now are and how they have become what they are today?

Interest attaches to the development of the government of Michigan—first as a part of the empire of France and then of

Great Britain and then as a part of the United States—first as territory and then as State. The origin and relationships of our form of State and local governments can be traced and the ever-increasing complexity of the State organization with the creation from time to time of new departments and institutions. The progressive extension of state control over health, taxation, banking, insurance, schools, foods, and drugs, and more recently forests and agriculture, deserves attention, as does also the increasing activity of the State in many directions where hitherto *laissez faire* was the rule; for instance, fire prevention and land utilization. The accomplishment of such departments as the Geological Survey and the Extension Service of the Michigan State College can be recorded. Finally there is the history of political parties in the State, with regard to which the Michigan Historical Commission has already made a beginning.

We have here an incomplete framework for a history of Michigan. Into this framework we can build the details of three centuries of human activity within the two peninsulas. We start with an account of the physical geography of the State and its relation to the history of the State. We introduce the Indians, not failing to note also their relation to the white occupation of the land, and then in turn the whites—the French, the Yankees from New England, New York, and northern Ohio, the Germans and the other foreign elements that, when blended, were to make the population of the State what it is today. We describe the fur trade, and seek to appraise its importance, the beginnings of agriculture in the southeastern counties and at a few scattered points where the early French made a slight effort at tilling the soil; the spread of diversified agriculture throughout the State where soil and climatic conditions favored it is traced along with the beginnings and development of mining, fishing, lumbering, and manufacturing, each related to its proper time and place. Simultaneously the net work of road and railroad is spread throughout the two peninsulas, and the development of transportation on the adjacent waterways is afforded due recogni-

tion and its importance brought out. The military annals of the State are given recognition. The humanitarian and educational efforts are recorded. The growth in population and wealth is noted from decade to decade. We then have revealed the process of developing a great commonwealth, with its peculiar characteristics and its cohesive elements, which we call "Michigan."

To say that one does not care about these things is to admit he cares not about his homeland, that the institutions that have moulded and determined his life mean nothing to him, that the world as it is is accepted for what it is without inquiring the reason why it is what it is—just as a pig accepts his swill without inquiring how he happens to be favored by having any swill at all. The world, including our part of it, is continually in the process of being made. It has never reached finality. We see in it a developing process, and if we watch carefully we learn a good deal that will help us to understand it and adjust ourselves to its varying conditions. We can study this evolutionary process better at home than anywhere else because we have access to more pertinent material for such a study and can better evaluate it and comprehend it.

But how shall we get at the material—the basic facts for such a study? There is a good deal of scattered material, some of which has been listed in two volumes of *Michigan Bibliography* recently published by the Michigan Historical Commission. The collections of the Michigan Pioneer and Historical Society have a wealth of material for those who know how to use it. There have already appeared treatises on special phases of the life of the people of the state—economic and social beginnings, local government and State government, primitive man, agriculture, some of the State departments and institutions, mining, railroads, etc. Others need to be prepared. There are many county and regional histories. There is much magazine material, Indian and pioneer lore. There are dry census reports that become interesting when suitably interpreted. Several important monographs have been issued by the Michigan Historical Commission and more may be ex-

pected. If one does not have access to such collections of Michigan material as may be found at Detroit, Lansing, Grand Rapids, Houghton, Marquette and some other places, one can build up a Michigan History Library from the offerings of many secondhand book dealers, if he will regularly consult their book lists and has the necessary funds. It should be known that county boards of supervisors are by law authorized to make a special appropriation of \$200 each year for the accumulation of such material by a county historical society or other agency concerned with local history. Some counties are taking advantage of this permission and are already well advanced on a good working library of Michigan documents.

TEACHING STATE HISTORY IN THE HIGH SCHOOL

By R. M. TRYON, Ph. D.

(Professor of the Teaching of History, University of Chicago)

AS a separate subject state history has never made much headway in the traditional four-year high schools of this country.¹ A few scattering instances are on record of its existence in the past as a separate subject in Grade IX. There is no reason to suspect that it has entirely disappeared from this grade. High schools could probably be found today in Missouri, Virginia, Rhode Island, New Mexico, Nevada, Pennsylvania, Arkansas, Iowa, Illinois, Kansas, Texas, Kentucky, South Dakota, North Dakota, and Wisconsin in which state history is taught as a separate subject in some grade. The number of such cases, however, is not large and seems to be growing smaller as the years go by. The two outstanding facts relative to the teaching of state history as a separate subject in the traditional four-year high schools of this country are (1) the meager attention that is given to the matter, and (2) the absence of any signs in the present curriculum-revision programs that the subject is to receive increased attention in the near future.

While it is a fact that state history today as a separate subject in the traditional four-year high school is practically non-existent when the country as a whole is considered, it is by no means true that no attention is given to the subject. In almost one hundred per cent of the senior high schools of the country a course in American history is taught. Many of these courses include some history of the State in which they are taught. The exact amount is unknown. If the syllabi of these courses are safe reliances for information concerning what is actually taught, one must conclude, after a careful perusal of them, that the amount of attention given to state history in connection with the course in American history is not great. A driving interest in the teaching of state history

¹Address before a joint meeting of the Michigan State Historical Society and the Michigan Schoolmasters' Club at Ann Arbor, April 26, 1929.

in any form has never been present in those responsible for the curriculum in the traditional four-year high school.

The advocates of the teaching of state history have to date centered nearly all of their attention on the traditional eight grades where they have achieved outstanding results. In fact they should be proud of their success, if legal enactments concerning the subject are ample reasons for pride. In 1903, thirteen States had laws requiring the teaching of state history in the traditional elementary school. During the twenty years following this date the number increased to twenty-five.² At the present time there are probably not less than thirty-five States in which the teaching of state history is either required by law or by the State Department of Education. That the movement has succeeded in the elementary grades is beyond any shadow of a doubt. Why it has succeeded is worth some consideration.

One does not have to go far afield for the fundamental reasons for the enormous increase cited above in the attention to state history in the elementary schools during the past quarter of a century. Briefly stated the four chief ones are:

1. The traditional belief in the large importance of the State in the history of our country.
2. The influence of the educational doctrine advocated by John Dewey and his followers which placed so much emphasis on the utilization of the local environment in the education of children.
3. The movement in the field of curriculum-making in history to place less and less stress on Ancient history and more and more emphasis on modern movements.
4. The never ceasing agitation of well-organized State History Associations.

The traditional belief in the large importance of the State in the life of its citizens must have been responsible for the laws relating to the teaching of state history in the schools which were enacted prior to 1903. At this date Alabama,

²Flanders, J. K. *Legislative Control of the Elementary Curriculum*, p. 33. New York: Bureau of Publications, Teachers College, Columbia University, 1925.

Florida, Kansas, Kentucky, Maryland, Montana, North Carolina, South Carolina, Tennessee, Texas, Vermont, Virginia and West Virginia had laws pertaining to the teaching of state history in their elementary schools.³ Inasmuch as nine of these states are located within the region where the state has always been held in high esteem, there seems to be no doubt as to the influence of an inherited idea of the large importance of the State in the life of the nation.

It is reasonably certain that the last three mentioned causes listed above operated little, if any at all, before 1903 inasmuch as the second was in its infancy, the third yet unborn and the last still in the organizing stage. However, once under way these causes seem to have exerted tremendous influence in increasing the amount of attention given to state history in the elementary schools. Educators during the years following 1903 were friendly to the suggestions and desires of the State History Associations inasmuch as they were trying to introduce into the schools the doctrine set forth by Dewey in his epoch-making little book *School and Society*. The movement for more emphasis on recent history at the expense of remote emphasis was also in harmony with what both those interested in state history and those interested in Dewey's proposals advocated.

The influence of the foregoing factors in placing state history in the elementary schools is not entirely portrayed in the legal phases cited above. In a few States the Superintendent of Public Instruction has the power to require the teaching of state history. Table I, which contains data from an inquiry made by the writer in 1929, *Legislative Control of the Elementary Curriculum*, by J. K. Flanders and "Some Aspects of the Present Status, Defects and Progressive Tendencies of State History Teaching in the Elementary Schools", a Master's thesis, The University of Chicago, 1922, by H. L. Haun, portrays the situation with respect to the teaching of state history in the elementary schools at the present time along with the legal requirements in 1903, 1913 and 1923.

³Flanders, *op. cit.*, p. 33.

Table I
STATE HISTORY IN PUBLIC SCHOOLS

Name of State	Generally taught?	Required?	Required by law in			
			1903?	1913?	1923?	1929?
1. Alabama.....	Yes	Yes	Yes	Yes	Yes	Yes
2. Arizona.....	No	No	No	No	No	No
3. Arkansas.....	Yes	Yes	No	No	Yes	Yes
4. California.....	Yes	Yes	No	No	Yes	Yes
5. Colorado.....	Yes	Yes	No	No	Yes	Yes
6. Connecticut.....	No	No	No	No	No	No
7. Delaware.....	Yes	Yes	No	No	No	No
8. Florida.....	Yes	Yes	Yes	Yes	Yes	Yes
9. Georgia.....	Yes	Yes	No	Yes	Yes	Yes
10. Idaho.....	Yes	Yes	No	No	No	Yes
11. Illinois.....	No	No	No	Yes	No	No
12. Indiana.....	Yes	Yes	No	No	No	Yes
13. Iowa.....	Yes	Yes	No	No	No	Yes
14. Kansas.....	Yes	Yes	Yes	Yes	Yes	Yes
15. Kentucky.....	Yes	Yes	Yes	Yes	Yes	Yes
16. Louisiana.....	Yes	Yes	No	No	No	No
17. Maine.....	Yes	Yes	No	No	No	Yes
18. Maryland.....	Yes	Yes	Yes	Yes	Yes	Yes
19. Massachusetts...	No	No	No	No	No	No
20. Michigan.....	Yes	No	No	No	No	No
21. Minnesota.....	No	No	No	No	No	No
22. Mississippi.....	Yes	Yes	No	No	Yes	Yes
23. Missouri.....	No	No	No	No	No	No
24. Montana.....	Yes	Yes	Yes	Yes	Yes	Yes
25. Nebraska.....	No	No	No	No	No	No
26. Nevada.....	Yes	Yes	No	No	Yes	Yes
27. New Hampshire...	No	No	No	No	No	No
28. New Jersey.....	Yes	Yes	No	No	Yes	Yes
29. New Mexico.....	Yes	Yes	No	Yes	Yes	Yes
30. New York.....	No	No	No	Yes	No	No
31. North Carolina...	Yes	Yes	Yes	Yes	Yes	Yes
32. North Dakota...	Yes	Yes	No	No	No	No
33. Ohio.....	No	No	No	No	No	No
34. Oregon.....	Yes	Yes	No	No	No	Yes
35. Oklahoma.....	Yes	Yes	No	No	No	Yes
36. Pennsylvania....	Yes	Yes	No	Yes	Yes	Yes
37. Rhode Island....	Yes	Yes	No	No	Yes	Yes
38. South Carolina...	Yes	Yes	Yes	Yes	Yes	Yes
39. South Dakota...	Yes	Yes	No	Yes	Yes	No
40. Texas.....	Yes	Yes	Yes	Yes	Yes	Yes
41. Tennessee.....	Yes	Yes	Yes	Yes	Yes	Yes
42. Utah.....	No	No	No	No	No	No
43. Vermont.....	Yes	Yes	Yes	Yes	Yes	Yes
44. Virginia.....	Yes	Yes	Yes	Yes	Yes	Yes
45. Washington.....	Yes	Yes	No	No	No	No
46. West Virginia...	Yes	No	Yes	Yes	No	No
47. Wisconsin.....	Yes	Yes	No	Yes	Yes	Yes
48. Wyoming.....	Yes	Yes	No	Yes	Yes	No

The all but complete triumph of state history in the public elementary schools is shown in Table I. The subject is now generally taught in these schools—all but eleven of the forty-eight States. It is required in all but thirteen States. It is required by law in twenty-eight States. The gain since 1903 in the number of States requiring the subject by law has been fifteen States. Since 1913, the gain has been seven States. There seems to have been a gain of but three States since 1923. In all probability the saturation point has been nearly reached in the matter.

Having succeeded in their efforts to place state history in the public elementary schools, the champions of the subject have seemingly been willing to be content with their accomplishments. It is doubtful if the same factors that were influential in placing the subject in the elementary grades will ever be so effective when the senior high schools are invaded. Of course, State History Societies will have some influence in all quarters where the subject is up for consideration. Granting this, however, there are certain handicaps to the introduction of the subject into senior and traditional high schools for separate treatment which to date have never been overcome and the prospects of overcoming them in the near future are not extremely bright. Chief among the handicaps to the introduction of state history into the senior high school as a separate subject is an already overcrowded high school curriculum. Because of an existing overcrowded curriculum, any agitation for the introduction of a new subject is sure to meet serious difficulties. Displacing the required course in American history with a required one in state history has been proposed in some quarters. Such a proposal has never been able to muster much support. The reasons for its failure are real and not imaginary. In spite of the fact that the course in American history has not always produced satisfactory results, few of its present-day supporters will agree that the subject itself is the cause. To them the fact that a subject is and has been poorly taught is no reason for displacing it with another one which inherently lends itself to

bad teaching. To the writer's knowledge, therefore, little progress has been achieved toward placing state history in the traditional high school curriculum as a required subject. Arkansas, Illinois, Indiana, Kansas, Missouri, Pennsylvania, North Dakota, Texas, and Wisconsin in 1923 were trying to introduce the subject into the high school curriculum. There is no evidence that any appreciable success was attained, for state history is not at the present time required for graduation from the high school by any state in the Union. There seems to be no indication in the present outlook that state history will soon appear in the traditional high school curriculum as a separate subject.

Another handicap to the teaching of state history in the traditional high school is the utter lack of suitable material to place in the hands of the pupils and the teachers. State histories galore have been written especially for the elementary school and for no school at all. The material that now exists in great abundance for the grades below the high school is not suitable for the higher grades and the creditable comprehensive histories of the several States that have been prepared primarily for the consumption of the members of the State History Societies are as far above the level of senior high school requirements as the material prepared for the elementary grades is below them. If suitable materials for the use of the pupil and the teacher and a specific time allowance on the daily schedule could be attained in the near future for state history, its advocates might have some hope of seeing it generally introduced into the traditional high school of the country.

Two additional handicaps to the general introduction of state history into the traditional high school remains to be mentioned briefly. They are (1) the lack of prepared teachers and (2) the difficulty of keeping the part from being totally swallowed up by the whole when attempts are made to teach state history in connection with national history. These handicaps are not as hard to overcome as the first two mentioned above. Teachers could be forced to prepare to teach state history in the traditional high school just as they are forced to

prepare to teach state history in the grades. In at least twenty states an examination in state history is required of all candidates for a certificate to teach in the elementary grades. So, if successfully passing an examination in a subject is evidence of ample preparation to teach it, the teachers in twenty of our states are prepared to teach the history of the State in which they hold a certificate.

Overcoming the difficulty of maintaining the identity of the State in the national story is by no means an insurmountable undertaking. There is a specific state and a specific national phase of many events and movements, and the proper balance between these is not impossible to maintain. For example, if one should analyze the textbooks in state history now in use in the public elementary schools, the national element would be specific and receive considerable emphasis. Table II contains the per cent of emphasis in state histories on the national phases of their story. It is taken from "Some Aspects of the Present Status, Defects and Progressive Tendencies of State History Teaching in the Elementary Grades", by H. L. Haun, p. 88.

Table II.

Emphasis on the National Element in State Histories

State	Per cent of text devoted to National Element
Alabama	28.91
Florida	26.11
Georgia	60.12
Idaho	7.43
Kansas	36.93
Kentucky	17.71
Louisiana	40.70
Mississippi	34.07
New Mexico	33.46
North Carolina	52.96
Oklahoma	16.87
South Carolina	66.48

State	Per cent of text devoted to National Element
Texas	29.41
Tennessee	47.36
Virginia	81.71
West Virginia	17.27

The data in Table II reveal some interesting and valuable leads for those who are looking for a way to introduce state history into the traditional high school. For example 81.71 per cent of the state text used in Virginia in 1922 was devoted to the national phase of the story. Over 66 per cent of the adopted text in South Carolina and over 60 per cent of the one in Georgia was devoted to the national element. Now, if a similar emphasis could be assured in a senior high school course in American history, few would object to calling it state history. It is along this line that the hope for state history in the traditional high school seems to lie.

Let us now turn to another phase of the matter, namely, Why teach state history at all in the high school? In other words, Why try to overcome the handicaps that are now so evident? An answer to the first of these questions will also be an answer to the second. There are at least five substantial and weighty reasons for the teaching of state history. They are: (1) State history serves as a basis for the development of an intelligent and elevating state or civic pride; (2) State history puts the pupil in touch with his local political, social, and industrial environment and furnishes him a background for interpreting the same; (3) State history furnishes the pupil illustrative material which aids him in securing an adequate understanding of national history; (4) State history furnishes the opportunity for the pupil to come face to face with historical material, thus creating in him a feeling of historical reality and giving him training in handling historical sources; and (5) State history supplies the teacher with many opportunities to make his teaching conform to the modern educational principles of proceeding from the concrete to the abstract and from the known to the unknown.

Before pointing out the possible implication of the foregoing reasons for teaching state history in the schools, it will be well to view the matter from the opposite angle, for there are probably just as many significant reasons against as for the teaching of state history. Stated briefly the chief reasons for an utter disregard of state history above the primary grades are:

(1) A cosmopolitan area and not the state area is the unit of action when certain public attitudes and policies are at stake; (2) Economic, social and industrial conditions in a State are not always determined or explained in terms of state boundaries, but in terms of certain geographic features; (3) Due to the fact that so many persons work and vote in a State other than the one which educated them, the effort to develop pride in a particular State is apt to miss its ultimate goal; (4) When state history is taught in separation, the procedure violates a fundamental principle of learning, viz., proceeding from the whole to its related parts; and (5) If the best known procedures are practiced in the teaching of national history, there will be no fundamental reasons for the teaching of state history inasmuch as these procedures will incorporate all of the chief reasons for teaching the subject.

The five reasons for and five reasons against the teaching of state history in the upper-elementary and high-school grades might seem to the reader to balance each other and to leave the subject in an unsettled state. A little weighing of both the *pros* and *cons* will help to clarify this matter.

Going back to the justification of State history on the basis of its contribution to the development of an intelligent and elevating state pride, one finds in actual practice certain undefensible facts. For example, when such material as the following is given to pupils as history, the pride developed therefrom will be just as untrue and objectionable as the material is untrue and objectionable. Note the following:

"Of all the States, but three will live in story;
Old Massachusetts with her Plymouth Rock,
And Old Virginia with her noble stock,
And Sunny Kansas with her woes and glory."⁴

⁴Arnold, *A History of Kansas*, p. 208.

And this from another state history for schools:

"Missouri has been the central figure in more important events and movements than any other state in the Union Thus Missouri through the activity of her citizenship, has become the real mother of States³ When in February 1861 Missouri gave the Union cause 50,000 majority and elected to the constitutional convention an overwhelming majority of Union delegates it is not too much to say that she saved the Union."⁵

It would seem from the foregoing quotations that some authors of state histories feel that to be effective in developing state pride one must exaggerate. Such a method can produce nothing of value in the realm of pride in one's State. All such material simply illustrates the fact that the best friends of a cause are frequently its worst enemies. Certainly the teaching of state history that can produce a pride based on historical facts is of great value, for one who is proud of his community is likely to be active in making it a better place to live and one who is proud of his State is likely to be a better citizen because of such pride. It is more pride in one's community and State and not less that is now greatly needed and state history truthfully taught ought to aid greatly in developing this much needed pride. The remaining four justifications of state history in the schools listed above are recognized fundamentals to effective history teaching. To avoid being mediocre, history teaching must put the pupil in intelligent touch with his social, political and economic environment; must supply concrete illustrative material to assist him in gaining a comprehensive view of national history; must furnish the opportunity for the pupil to come face to face with history in the making; and must conform to certain well-known educational principles. It is the writer's opinion that nothing is more effective in accomplishing these desirable ends than a worthwhile emphasis on state history in connection with American history. For this reason he has never been

⁵McClure, *History of Missouri*, pp. 28, 31.

able to determine why the subject has never received adequate attention in junior and senior high schools.

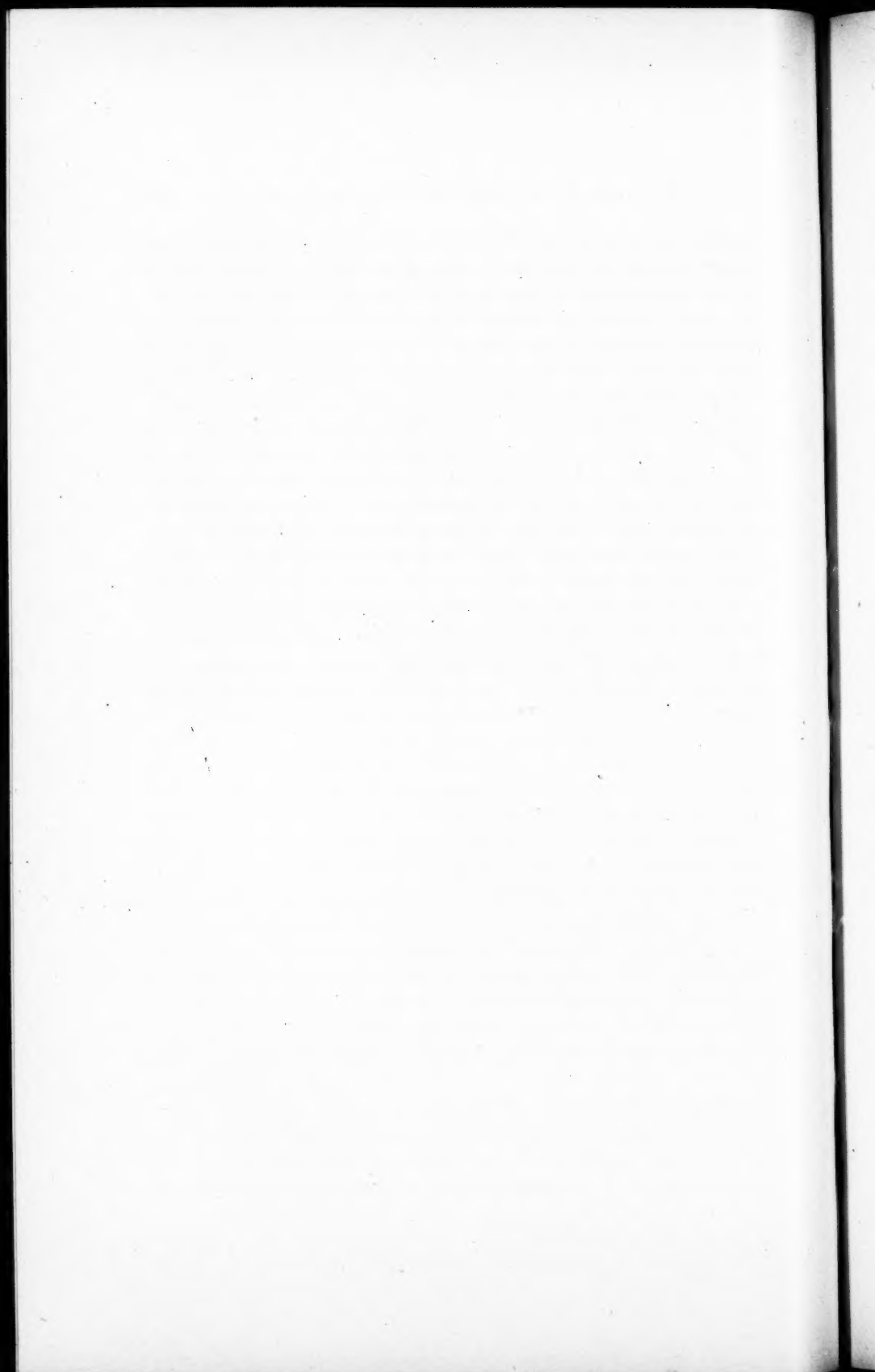
In taking a firm stand for emphasis on state history in both the junior and senior high school, the writer has no idea of advocating a repetition of the many bad features connected with the teaching of this subject in the grades below the junior high school. In the upper years of these grades it is the common practice in many states to teach the history of the State in isolation. In the majority of cases an unsatisfactory textbook is placed in the hands of the pupils. Many of these texts are full of abstract statements, and unimportant details, and devote most of their space to a discussion of the political phase of the subject. From the evidence at hand any unprejudiced observer is forced to the conclusion that the time now devoted to the teaching of state history in the upper-middle grades of the elementary school could be more profitably spent in other phases of history work. Certainly no one who is acquainted with the bad conditions with respect to state history in these grades desires their continuance in the junior and senior high school.

If teachers of history in the junior and senior high school wish something to emulate in the teaching of state history, they can find much of great value in the work that is now being done in the upper primary grades in many cities and rural communities. It is the common practice in these grades to use material that has both a local and national character. For example, a unit on Indian Life and one on Pioneer Life are generally included in the history work for Grades III and IV. In working out these units applications are always made to the local community. Chief emphasis is placed on the Indians of the community where the study is made. The same is true of pioneer life and other units of the course as well. Because of the fact that the work in state and local history now generally done in these grades meets every legitimate demand on the subject as well as answers all of the objections, its continuance in other grades could well be advocated. If it is desirable to emulate in the junior and senior high schools

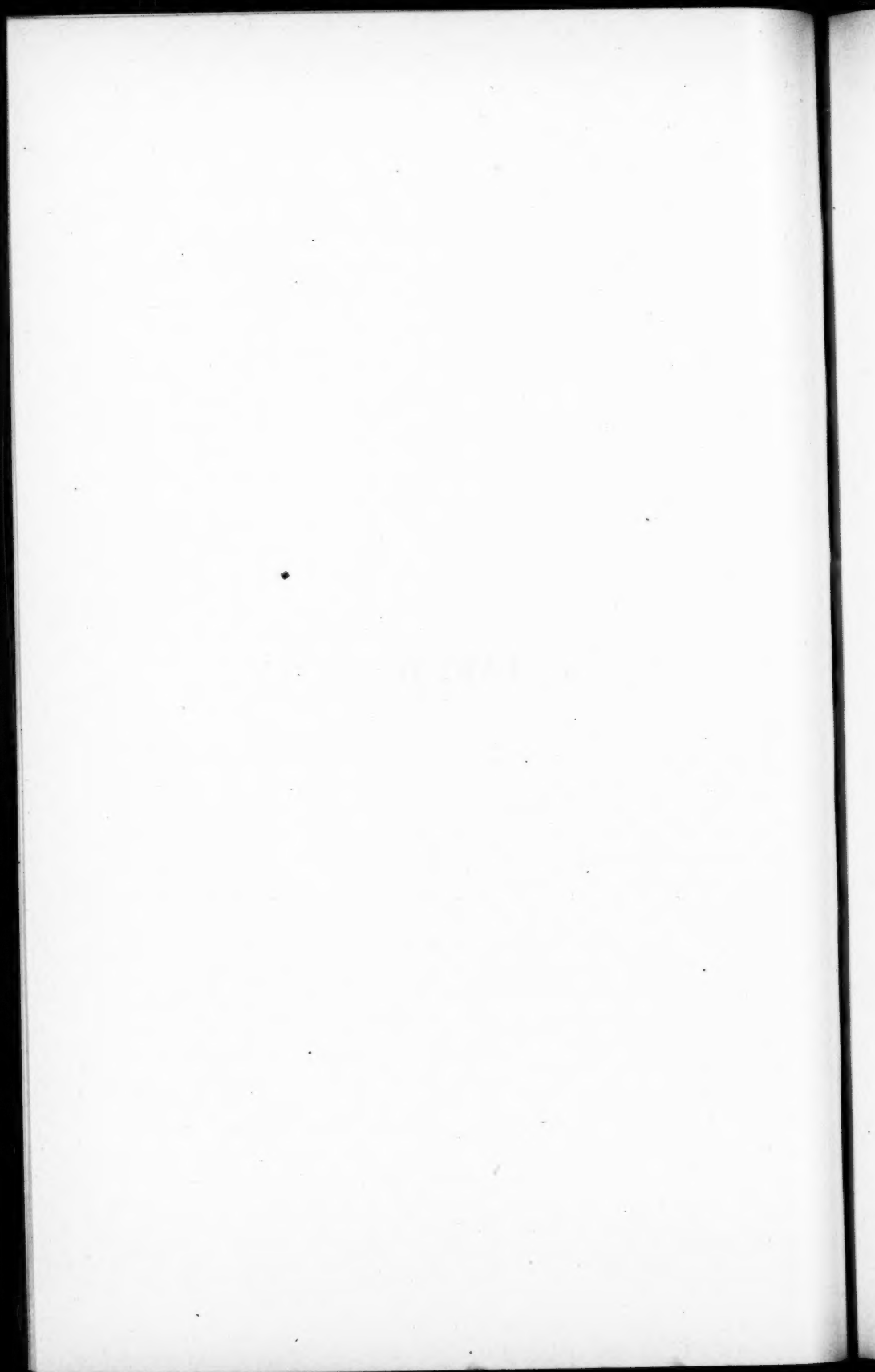
the good work in state and local history that is now being done in the upper primary grades in many localities, a proper question for the reader to ask is, In just what manner can this emulation be realized? In answering this question the writer desires to propose what to him is a most desirable and feasible way. In simple language it is nothing more nor less than the selection of the proper units of instruction in the courses in American history that are now generally taught in the junior and senior high school. This would mean the abolition of the teaching of state history in isolation. A situation much desired and sadly needed. It would also mean the presentation of the history of the local community large or small in connection with the national story. For example, in connection with the unit "Discovery and Exploration" which is found in most courses in American history on the junior high school level, in the State of Michigan much attention would be given to the work of Marquette, La Salle, and Cadillac. In other words every possible application to the local community would be made in presenting this unit. Other units rich in applications to local conditions in Michigan are: "The West in the Revolutionary War", "The Westward Movement", "The Civil War", "The French and Indian War", "Early Railroad Building in the West," and "The United States and Michigan in the Eighteen Fifties". Of course, these units are merely illustrative and not intended as an example of a well-organized course in the subject. The job of making such a course probably remains to be done. There is not known to the writer a single course in American history in any junior or senior high school in this country which deliberately and systematically meets the requirements of a course which at all times maintains the proper connection between the history of the community and the national story.

The fact that there is no course in existence at the present time that solves the problem of teaching state history in junior and senior high schools, should not deter those interested in the changing curriculum in the secondary from doing a much

needed piece of work. To do this job in a worth-while way would involve at least two large undertakings. For example, in the State of Michigan or any other State for that matter, it would involve the selection and complete organization for teaching purposes units of instruction in American history for both the junior and senior high school. It would also involve the preparation and publication of material for the students' use in their study of each unit. This material ought to be of two kinds, namely, source and secondary discussions. It ought to be organized in units of instruction which dovetail readily into the general units of the course. If the State Departments of Education and the State History Societies would in the near future join forces in the solution of this problem in the various States, there would certainly result from their united efforts a much to be desired result. The State Department in a particular State could furnish the units of instruction and the State History Society provide the source and secondary material relating to the state needed successfully to teach them.



PART II



TO THE BOYS AND GIRLS OF MICHIGAN

BY JOHN M. MUNSON

(President Northern State Teachers' College)

FROM Maumee Bay to Isle Royale is farther than from London to Berlin. Between lies an empire—fields of grain, sparkling lakes, and richest mines. People truly exclaim: "Michigan is a great State." But neither because it is large nor rich is Michigan a great State.

What then makes Michigan great?

I will tell you.

If the boys and girls of Michigan join hands, they form a solid line from Keweenaw to Lenawee—six hundred miles in all.

And who are the boys and girls in that line?

I know who they are, I know them all. They are the Joy of Today and the Promise of a Greater Tomorrow.

I see in that line a young fellow, tall and green as the corn-fields that grew him. I like him. Through the most blustering blizzard of the year he walked sixteen miles from his home in the country one Sunday night to be in time for school next morning. Whether at last he shall work in field or factory or forum I do not know, and it does not matter. This I know, and that matters much, he will do what he promises and he will do it on the minute.

I see a girl at her piano with the rising sun. Morning, noon, and night she helps in household duties. Her day's work is done when at last she has rendered with finish the last line of her Virgil. If there is a hard theorem, that she delights to prove. But above all, she proves every day that needle and dishpan lend charm to piano and poetry, and, moreover, are just as respectable.

I see a girl without father or mother, who, by her own pluck, has made her way until now she has done with credit the work of the public schools. Some say she is poor. I say a

girl with such spirit is rich. She is going to college. I know for she says so.

I see a girl who works hard and fails often, but for all that is never defeated. She smiles and says, "Let me try once more." They say she is not a brilliant student. Perhaps that is so. But every Sunday afternoon I see her on the way to the home of an old man who for years has sat by the window seeing folks go by. Her bouquets of roses mean more to him than expert knowledge of imaginary roots.

I see a smiling, curly-headed boy who thinks wireless and flying machines. He told me once he was going to make a machine that would run forever, but he knows better now, for he has studied science some. This, though, I believe, he will some day make a machine that will lighten the load of labor; and if he lays the keel of a ship, it will be a safe ship.

I see a girl, modest, refined, and accomplished. She is Industry, Loyalty, and Cheer. Why does she work so hard when her father has lots of money? Swift comes her answer: "I am greater than money. I must be true to myself. Then some day I may use money so it will be of service to others and to myself a blessing."

I see boys and girls, ten hundred thousand of them, all different, all aspiring, all good.

It is they that make Michigan great.

The Public School is their Opportunity and how eagerly do they grasp it!

One bitter cold morning last winter I was in a town in northern Michigan. The roads were hemmed in by snow banks so high you could not see over them. On my way to the station I met three girls trudging on through the deep drifted snow. Under their arms they had books and lunches, while their hands shielded their faces from the biting wind. I knew they were school girls come far from the country to the high school in the village. As I stood at the station I saw boys and girls dotting the distant hills in all directions—some walking, some running, others pulling sleds with brothers and sisters in them—all bound for school that day.

Inspiring!

I almost cheered. And what I saw there was happening that moment in every district and village and city in Michigan—indeed, in all America!

Why is it, when all the world is warring, Uncle Sam is so calm and patient and unafraid? You know. It is because from Ocean to Ocean, from Lakes to Gulf, he hears the tramp, tramp, tramp, of twenty million boys and girls who every morning, rain or shine, set out for the American Public School to conquer the knowledge of the World. That is the largest, the most invincible host that ever marched in any country in all history. The whole globe sways under its footstep.

In the front rank of that procession is Michigan, My Michigan!

What shall come of our triumphant band—these boys and girls of Michigan?

Only themselves can answer; and with one voice they answer in deeds of today:

"This country is My Country. I honor the brave men and women who gave it. I am glad that now my country needs me.

"This State is My State. Every day it heaps riches upon me. These I shall some day repay. If I cannot sit high in its councils, I shall see that only worthy men do. My voice shall ever be honestly spoken.

"This school is My School, the best school of all. Here I am free to laugh and to play and to work. To every lesson I give my honest effort; and my teacher helps me most when she helps me to help myself.

"This home is My Home, the best home in all the world. My father and my mother give me tenderest care. They rejoice when I am strong; of all friends and playmates they are the best. When danger is near they think only of me; tears and unrest pale my mother's cheeks, my father is sad and says nothing. Oh, Father and Mother, I treasure the Name you have given me! I will forever keep it honor bright. I will be noble and kind and true."

We accept the answer.

We take off our hats to you, Boys and Girls of Michigan!

You are, indeed, the Joy of Today; the Hope, the Promise,
the Assurance of a Greater Tomorrow.

AN ELOQUENT TRIBUTE

BY THE LATE HON. LAWTON T. HEMANS

(Author of *Hemans' History of Michigan*)

"**S**I Quaeris Peninsulam Amoenam Circumspice," is the appropriate and suggestive legend chosen to grace the Great Seal of the State of Michigan. To all who come within her borders, seekers of a beautiful land, Michigan says, "Look about you," and surely his quest must be satisfied if he but obey the injunction. If men live forth their environment, if they draw a subtle influence from the land in which they live, appropriating nature's beauties, the ruggedness of her outlines and the variety of her charms, to transform and reflect their very essence into life and thought, then was the land we know as Michigan in the beginning predestined as the home of a great and mighty people.

The world presents few if any localities of such restricted area where nature has been more lavish in the variety of her gifts. In its extreme north it presents a landscape telling the story of earthly tumult; there, in jagged rocks, and mighty hills, and dark ravines, have been written the imperishable record of earthquake and glacier and the mighty forces that contended in the building of a world; there, in mountains whose feet are bathed in that tideless ocean, the mighty Superior, have been stored nearly every mineral of prime necessity to man; there, men stubbornly contest for the treasures of Nature's hoarding, while their hearts grow strong as the crags, and as free as the waves.

To the southward stretch great forests, gray and primeval, full of their silent life and mystery. In their quiet depths the noble stag takes his morning drink from fern-fringed lake or stream, where the finny tribe sport well-nigh unmolested, making it the sportsman's paradise.

Again southward, and the landscape changes. We pass from pine and hemlock wood whose aromatic odors are pleasingly blended with the perfume of the arbutus to a land where the

elm, the oak, the beech and the maple were the giants of the forest in the days before the sound of the woodsman's axe was heard. Now we look out upon a rich pastoral scene stretching away mile upon mile to the State's southerly border. The southern half of the Lower Peninsula is unreserved in the exhibition of its agricultural opulence. Here hill, vale and woodland are gathered together in picturesque commingling, over which summer throws its mantle of emerald. The land may be said to be gently undulating; appropriate seasons show blossoming orchards, fields of billowy grain, meadows rich in perfume and promise, while innumerable flocks and herds dot the hillsides. Placid lakes and smooth flowing rivers rest the eye of the beholder and add the charm of variety. Thriving villages, whose people are at one with their rustic neighbors, are common; cities and more pretentious marts of trade, alive with the whirr of industry and busy with the schemes of trade are yearly adding to their populations.

Surrounding this great State, within a day's travel of its every inhabitant, roll the great unsalted seas. The Great Lakes! While time shall be, and men shall marvel at Nature's grand displays, these mighty inland waters shall stand, second only to the ocean, in the hold which they have on the imaginations of men. Storm-tossed or placid, they are ever the same. One stands upon their shores, and looks off across their restless blue, and there comes the feeling of the insignificance of self, mingled with the inexpressible thoughts of the grandeur, the might and the power of nature and nature's God, whose handiwork we can behold and yet fail to understand. In many places, the waters are buttressed by bold and rocky headlands; but more often, their force is spent upon the inclined stretch of glistening sand. A mighty commerce plows their surface, with its fleets of white sails and blackened funnels moving in almost constant procession through the passes at the Sault, Mackinac and Detroit. To the dwellers upon a thousand miles of these rugged shores, there comes from the watery waste a spirit, a sentiment and an inspiration, known only to those who "go down to the sea in ships." If these great waters

exert an influence upon the minds of those who daily live in their contemplation, they have still a greater influence upon the temper of air and clime, so softening and modifying their rigors that on these shores are ripened in perfection both the hardy apple and the luscious peach. Small wonder there is soul and heart in the schoolboy's song when he sings,

Home of my heart, I sing of thee,

Michigan, my Michigan.

Thy lake-bound shores I long to see,

Michigan, my Michigan.

MICHIGAN SONG

THE song "Michigan, My Michigan" became popular during the Civil War and has become a favorite. It is sung to the tune of the German song "O Tannenbaum, O Tannenbaum," which was published at Coblenz, Germany, about 1840, and is credited to Carl Anshutz, royal musical director at Coblenz, in which he sought to glorify the evergreen tree as an emblem of faithfulness. To this tune many songs have been adapted, among them "Maryland, My Maryland." Shortly after the Battle of Fredericksburg in December, 1862, Miss Winifred Lee Brent, afterwards Mrs. Henry F. Lyster, of Detroit, wrote the song "Michigan, My Michigan". It was first published in the *Detroit Tribune*, and early in 1863 made its way into the army at the front and became very popular with Michigan troops. The first two stanzas, and the last two are as follows:

Home of my heart, I sing of thee!
Michigan, my Michigan,
Thy lake-bound shores I long to see
Michigan, my Michigan.
From Saginaw's tall whispering pines
To Lake Superior's farthest mines,
Fair in the light of memory shines
Michigan, my Michigan.

Thou gav'st thy sons without a sigh,
Michigan, my Michigan,
And sent thy bravest forth to die,
Michigan, my Michigan,
Beneath a hostile southern sky
They bore thy banner proud and high,
Ready to fight but never fly,
Michigan, my Michigan.

* * * * *

And when the happy time shall come,
Michigan, my Michigan,
That brings thy war-worn heroes home,
Michigan, my Michigan,
What welcome from their own proud shore,
What honors at their feet we'll pour,
What tears for those who'll come no more,
Michigan, my Michigan.

A grateful country claims them now,
Michigan, my Michigan,
And deathless laurel binds each brow,
Michigan, my Michigan;
And history the tale will tell,
Of how they fought and how they fell,
For that dear land they loved so well,
Michigan, my Michigan.

The origin and history of this song is given in the *Michigan Historical Collections*, Vol. 35, pp. 155-169.

In 1902, for the eighth annual convention of the Michigan State Federation of Women's Clubs which convened at Muskegon, the poet Douglas Malloch of that city (now President of the Society of Midland Authors and living in Chicago) wrote the new "Michigan, My Michigan," which has become the Federation song and is now widely used in schools as the Michigan song more suitable in times of peace.

MICHIGAN, MY MICHIGAN

A song to thee, fair State of mine,
Michigan, my Michigan.
But greater song than this is thine,
Michigan, my Michigan.
The thunder of the inland sea,
The whisper of the towering tree
Unite in one grand symphony—
Michigan, my Michigan.

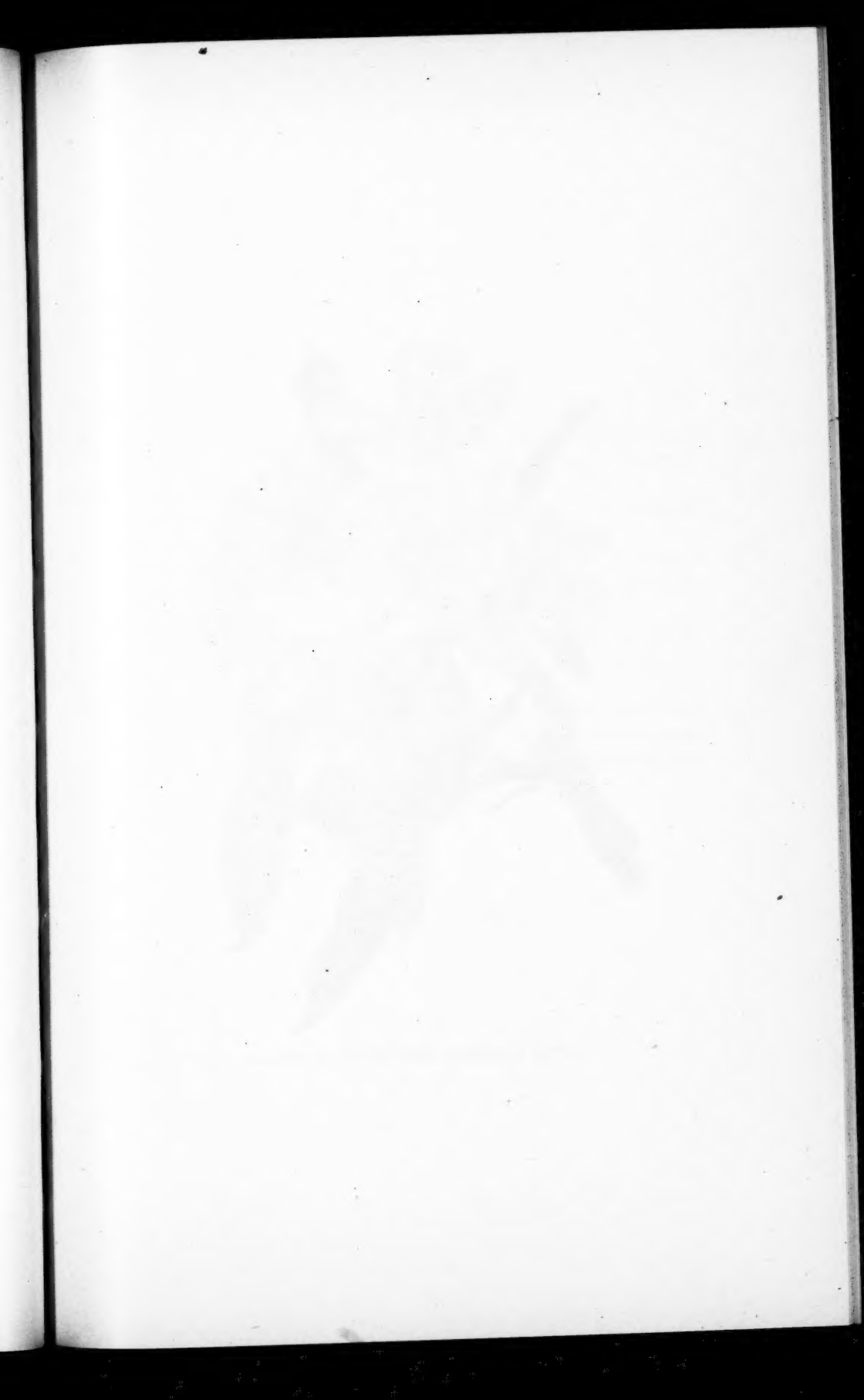
I sing a State of all the best—
Michigan, my Michigan.
I sing a State with riches blessed—
Michigan, my Michigan.
Thy mines unmask a hidden store;
But richer thy historic lore,
More great the love thy builders bore
Michigan, my Michigan.

How fair the bosom of thy lakes,
Michigan, my Michigan.
What melody each river makes,
Michigan, my Michigan.
As to thy lakes thy rivers tend,
Thy exiled ones still to thee send
Devotion that shall never end,
Michigan, my Michigan.

MICHIGAN SONG

Rich in the wealth that makes a State,
Michigan, my Michigan;
Great in the things that make men great,
Michigan, my Michigan;
Eager the voice that sounds thy claim
Upon the golden roll of Fame,
Willing the hand that writes the name
"Michigan, my Michigan."

The Malloch version is sung to the tune composed by N. Otto Miesner. It may be found in *The Golden Book of Favorite Songs*, (Hall and McCreary Co., Chicago), price 15c.





APPLE BLOSSOM—State Flower of Michigan

STATE FLOWER

IN 1897 a Joint Resolution was passed by the State Legislature "to designate and adopt a State flower." It reads as follows:

Whereas, A refined sentiment seems to call for the adoption of a State flower; and

Whereas, Our blossoming apple trees add much to the beauty of our landscape, and Michigan apples have gained a world-wide reputation; and

Whereas, At least one of the most fragrant and beautiful flowered species of apple, the *pyrus coronaria*, is native to our State; therefore

Resolved by the Senate and House of Representatives of the State of Michigan, That the apple blossom be and the same hereby is designated and adopted as the State flower of the State of Michigan.

Approved April 28, 1897.

STATE FLAG

ON Feb. 22, 1837, Stevens T. Mason, first Governor of Michigan, presented a flag to the "Brady Guard" of Detroit. This flag is now in the Capitol building at Lansing. It bears upon one side the devices and inscriptions of the State Seal, together with a Brady Guard and lady; on the reverse, the portrait of the "Boy Governor." This was the first flag in use bearing the Michigan coat-of-arms. The "Brady Guard" was the first uniformed company of militia in the State. Organized in April 1836, it was called into the service of the United States in the winter of 1837 to serve in the "Patriot War," which formed the occasion of the presentation of the flag.

From that time numerous flags were in use bearing the State coat-of-arms, with various designs and emblems, but not until 1865 was there adopted an official flag of the State. The design of this flag, recommended by Adjutant-General John Robertson, and approved by Governor Crapo, bore on one side the State coat-of-arms on a field of blue; on the reverse side, the arms of the United States. The flag was first unfurled on the occasion of the laying of the corner stone of the monument of the Soldiers' National Cemetery at Gettysburg on the Fourth of July, 1865.

By the Act of 1911, "The State flag shall be blue charged with the arms of the State," being the same as formerly with omission of the national arms from reverse side.

STATE COAT-OF-ARMS AND GREAT SEAL

[Public Acts, 1911, No. 209]

An Act to adopt and prescribe the design of a State coat-of-arms and State flag, and their use, and to prohibit the use of the same for advertising purposes, and to provide a punishment for such forbidden use.

The People of the State of Michigan enact:

Sec. 1. The device and inscriptions of the Great Seal of the State of Michigan, Anno Domini eighteen hundred thirty-five, presented by Lewis Cass to the forthcoming State, through the constitutional convention and adopted June two, eighteen hundred thirty-five, and filed with the Secretary of the Territory, June twenty-four, eighteen hundred thirty-five, and illustrated by a seal with said device and inscriptions attached to a State document, bearing date eighteen hundred thirty-eight, and to the constitution of eighteen hundred fifty received and filed in



STATE SEAL

the office of the Secretary of State, August fifteen, eighteen hundred fifty, and now on file in said office, omitting the legend "The Great Seal of the State of Michigan, Anno Domini eighteen hundred thirty-five," is hereby adopted as the coat-of-arms of the State.

Sec. 2. The coat-of-arms shall be blazoned as follows:

Chief, Azure, motto argent Tuebor;

Charge, Azure, sun-rayed rising sinister proper, lake wavey proper, peninsula dexter grassy proper, man dexter on penin-

sula, rustic, habited, dexter arm raised, dexter turned, sinister arm with gun stock resting, all proper;

Crest, On a wreath azure and or, an American eagle rising to the dexter, tips of wings partly lowered to base, all proper, dexter talon holding an olive branch with thirteen fruit, sinister talon holding a sheaf of three arrows, all proper. Over his head a sky azure environed with a scroll gules with the motto "E Pluribus Unum" argent;

Supporters;

Dexter, An elk rampant, proper;

Sinister, A moose rampant, proper;

Mottoes, On the scroll unending superior narrow argent, in sable, the motto "Si Quaeris Peninsulam Amoenam."

On the scroll unending inferior, broader argent in sable the motto "Circumspice."



STATE COAT-OF-ARMS

Observations:

Scroll support and conventional leaf design between shield and scroll superior or;

Escutcheon supporters rest on the scroll supports and leaf design.

Sec. 3. The State flag shall be blue charged with the arms of the State.

Sec. 4. The Governor's flag shall be white charged with the arms of the State.

Sec. 5. The device of the arms of the State corresponding to the blazon hereinbefore given shall be painted on some suitable background and hung upon the walls of the Executive chamber, the office of the Secretary of State, the Supreme

Court room, the Senate chamber and hall of the House of Representatives.

Sec. 6. No pictorial device other than the arms of the State shall be used in the public offices at the Capitol for letter headings and envelopes used for official business. Persons printing and circulating public documents under the authority of the State, when they use a vignette, shall place upon the title pages of the documents the device of the State arms herein prescribed without alterations or additions.

Sec. 7. The flag of the United States and the State flag bearing the arms of the State, shall be displayed upon the capitol building during the daily sessions of the legislature and of the Supreme Court, and on public occasions. The Board of State Auditors shall see that the flags are so displayed and that the necessary flag staffs shall be placed and flags supplied. The expense thereof shall be allowed by them and paid by the State Treasurer upon proper warrant.

Sec. 8. It shall be unlawful for any person to display the State coat-of-arms, or flag, or both, for advertising purposes, or in connection with any advertising reading matter, picture or device, or to place upon either the coat-of-arms or the flag, or upon both, any inscription, letter, picture or device other than those specified in this act. Any person offending against the provisions of this section shall be guilty of a misdemeanor, and upon conviction thereof before a court of competent jurisdiction shall be punished by a fine of not less than five nor more than twenty-five dollars, or imprisonment for not less than one nor more than thirty days in the county jail of the county in which such conviction is had, or by both such fine or imprisonment, in the discretion of the court.

Approved April 29, 1911.

The description referred to in Section 1, given in the language of heraldry in Section 2, is indicated in the following letter signed by John Biddle who was president of the Constitutional Convention of 1835.

Detroit, June 24th, 1835.

To the Secretary of the Territory of Michigan:

In conformity with the following clause in the Constitution, adopted by the convention now in session, I transmit you the within description and accompanying device for deposit in your office, hereby certifying that they are the papers to which reference is made in said clause, viz.:

"A Great Seal for the State shall be provided by the Governor, which shall contain the device and inscriptions represented and described in the papers relating thereto, signed by the President of the Convention, and deposited in the office of the Secretary of the Territory."

THE "WITHIN DESCRIPTION"

A shield shall be represented on which shall be exhibited a peninsula extending into a lake, with the sun rising, and a man standing on the peninsula, with a gun in his hand.

On the top of the shield will be the word TUEBOR, and underneath, in a scroll, will be the words, SI QUAERIS PENINSULAM AMOENAM CIRCUMSPICE.

There will be a supporter on each side of the shield, one of which will represent a Moose, and the other an Elk.

Over the whole, on a crest, will be the EAGLE of the UNITED STATES, with the motto, E PLURIBUS UNUM.

Around will be the words, GREAT SEAL OF THE STATE OF MICHIGAN A. D. MDCCCXXXV.

MEANING OF LATIN INSCRIPTIONS

Tuebor—"I will defend." This is not original in the arms of Michigan. It is the motto on the arms of Viscount Torrington, an English nobleman who lived near Maidstone, in Kent County, England.

Si quaeris peninsulam amoenam circumspice—"If you seek a pleasant peninsula, look about you." This evidently refers to the lower peninsula (1835), as the upper peninsula was added only in 1837, in compensation for the loss of the strip

of land on the southern border claimed by Ohio when Michigan was admitted to the Union. (The part of the peninsula east of a line drawn from the northern extremity of Lake Michigan to the national boundary in Lake Superior might well have had recognition in the motto, however, as it formed a part of Michigan Territory from the time of its organization in 1805). The motto is said to have been suggested to Governor Cass by the mural inscription in St. Paul's Cathedral, London, commemorating its architect Sir Christopher Wren: "If you seek his monument, look about you," referring to the cathedral itself, the product of his genius.

E pluribus unum—"From many, one," the national motto, descriptive of the formation of one national state from many states.

The date 1835 on the seal is reminiscent of Michigan's struggle for statehood. The story has so often been told that details seem unnecessary. The census of 1834 showed a population of 87,273, some twenty-seven thousand more than was required by the Ordinance of 1787 for the establishment of a State government. First steps were taken on Jan. 26, 1835. Owing to ambiguity in the Ordinance of 1787 Michigan's southern boundary came into question. (For a full discussion of this subject see *Michigan Pioneer and Historical Collections*, XXVII, 346 ff.) Ohio disputed with Michigan a strip of some 468 square miles of land, five miles wide at the west and eight miles wide at the east, extending from Indiana to Lake Erie. The Governor of Michigan referred the matter to President Jackson, and obtained an opinion from the Attorney General of the United States sustaining Michigan. But Ohio was a powerful State, with a voice in the approaching presidential election. President Jackson eventually yielded to power. Ohio organized the disputed strip into the county of Lucas, and attempted to hold a session of court at Toledo, to demonstrate possession. Troops were levied to protect the court. In reply Governor Mason ordered out the Michigan troops. Fortunately a clash

was avoided. This "Toledo War" formed the basis of many songs and stories. In October 1835 a State constitution formulated by a convention the preceding May, was adopted and State officers were elected. A legislature was chosen, which convened in November. Then followed a controversy over the admission of the State into the Union. Congress passed the enabling act, conditioned on acceptance of the southern boundary as claimed by Ohio and Indiana. Pressure of various influences finally compelled Michigan to submit. Michigan was admitted Jan. 26, 1837, and was officially recognized by Congress as having existed as a State since November 1835.

When Adjutant-General John Robertson was compiling his volume *Michigan in the War*, he received from former members of the Constitutional Convention of 1835 the following interesting letters:

Kalamazoo, February 3d, 1877.

Dear General:—Your letter of the 26th of January last was received here during my absence, else would have been answered more promptly. I was a member (as you state) of the Michigan Constitutional Convention of 1835, and remember that General Lewis Cass, then Secretary of War, presented to the people of Michigan, through John Biddle, the President of the convention, a device and motto to constitute the seal of Michigan when we became a State. This device with the inscription was promptly and unanimously adopted by the convention. I was not an accomplished Latin scholar, but with some knowledge of the language, I construed the motto "*Si quaeris peninsulam amoenam circumspice*" to mean literally "If you seek a pleasant peninsula, look about you," and in the limited talk that was indulged in debate on the subject, I remember that General Isaac E. Crary, Judge Ross Wilkins, and possibly others gave the above as the literal translation of the motto, and they all agreed that this could not be improved by any attempt to make the translation more liberal. The word "*Tuebor*" was construed "I will defend," and if it

had been placed on the seal and presented to the convention by some one not possessing the well earned popularity of General Cass, would have been stricken out as savoring too much of pretentious vaunting; as it was, we all deferred to his superior judgment, and adopted the seal as it came from him.

As one of the citizens of Michigan, permit me to thank you for your efforts in making up a perfect record of the flags to be placed in the new Capitol of Michigan, there to remain as part of the evidence that the people of the Peninsula State have done their full part in the preservation of the Union.

Very respectfully

Your friend and obedient servant,

H. G. Wells.

General John Robertson.

Detroit, February 6th, 1877

My Dear General:—In reply to your inquiry as to my recollections, if any, as to the origin of our State coat of arms, I can say that when a law student with Major Lewis Cass, in the year 1841, we had some conversation on the subject; and as I now recall it, he then stated that when the matter was under consideration by the State authorities, his father, the late General Cass, was consulted, and together they selected and modified the celebrated inscription upon the black marble slab that marks the tomb of Sir Christopher Wren in the crypt of St. Paul's Cathedral, of which he was the distinguished architect. That inscription read, and still reads, as you know, thus: "*Si monumentum requiris circumspice*" ("if you require a monument (for me) look around you"). That is to say, my monument is the great temple itself which I have here designed and reared. Observing as the distinguishing feature of the State its peninsular character, they modified this motto by substituting *quaeris peninsulam amoenam* for the words *monumentum requiris*; so that the motto as shaped by them then read as translated,—"*If you seek a pleasant peninsula,*

look around you." This is the origin and history of this part of the motto, and it is all there is of it.

The word "Tuebor" ("I will defend") has reference to the frontier position of the State of Michigan. She lies close to the British territory, and on her devolves the defense not only of her soil, but also of the States south and east and west of her. She is the northern guard of the Union, and she says upon the shield, "I will defend" the frontier against all enemies. In this view the word has a beautiful and brave significance, and should never be changed while our position is thus in the fore front of exposure.

The eagle over the top of the coat of arms evidently symbolizes the superior authority and jurisdiction of the United States, to which authority our State has ever proved herself truly loyal.

I am glad to know that you are putting into pamphlet form the record of the flag's history, and trust that the colors of the Union and those of the Peninsula State will always in the future, as in the past, be joined, peacefully blending with each other, and may God long preserve this Commonwealth, and the union of the States.

Truly yours,

D. Bethune Duffield.

General John Robertson.

Tecumseh, January 27th, 1877.

Dear General:—Yours of yesterday as to the adoption of the Michigan State coat of arms by the Constitutional Convention of 1835 was received this morning. I reply with pleasure, and will say a word or two as to the situation of affairs at the time of its adoption. I have heard of late some persons criticising the mottoes of the State coat of arms say that "Peninsulam amoenam" should have been in the plural, so as to include both peninsulas, and amongst them, at a University commencement dinner a few years ago, one who I believe was a graduate of the University, and at any rate had held an important State

office. But if they look back at the act of Congress of January 11th, 1805, providing for the organization of the Territory of Michigan, and fixing its boundaries, and which remained the same as then established so long as Michigan was a Territory, except as to the ten mile strip added on the north to the Territory of Indiana in 1816, when it was admitted into the Union as a State, they might have seen or known that at the time of the sitting of the Constitutional Convention in 1835 there was no claim, or anticipated claim, to any lands west of the line drawn from the northern extremity of Lake Michigan to the National boundary in Lake Superior, nor was there then desired or asked for by the convention, or by any one else, any such addition to our boundaries as is now embraced in what is known as the Upper Peninsula. It was an afterthought of Congress to compensate Michigan, as it were, for the land on our southern boundary taken from us and added to the State of Ohio, a year or more after the sitting of the convention and the adoption of the State Constitution and the State coat of arms. About the only voice raised in Congress against the robbery on our southern border was that of the venerable ex-President, J. Q. Adams, then a member of the House of Representatives. But what could a young and weak Territory, with no voice in Congress but that of a delegate without a vote, do against a powerful State with some nineteen votes?

The literal English of "Tuebor" is: "I will defend." It means somewhat as if we would say, "We will defend even unto killing—unto death." "*Si quaeris peninsulam amoenam circumspice,*" literally translated, is: "If you seek a pleasant peninsula, look around," or thus: "If you are looking for or in search of a beautiful peninsula, look around you,—here it is."

Yours truly,

John J. Adam.

General John Robertson.

ORIGIN OF THE SEAL

Memoranda found among the papers of Lewis Cass who designed the first State seal, lead us to the seal of the Hudson Bay Fur Company, which bears a striking resemblance. In this seal two elks with forepaws raised support a shield, over which is a sledge with a fur-bearing animal seated upon it. The shield is quartered by a cross, and on each quarter is pictured a beaver. Below this, a scroll bears the motto, *Pro Pelle Cutem* (Skin for skin). On our State seal an eagle takes



SEAL OF HUDSON BAY FUR COMPANY

the place of the animal and sledge. The cross and beavers are displaced on the shield by the picture of a sun rising out of the water, a peninsula upon which stands a hunter, and across the top of the shield is the word, *Tuebor*. A significant combination for Michigan: a rising sun, a peninsula, a hunter, and the Latin for "I will defend."

The seal most in use in the years immediately preceding the Act of 1911 is represented below.



STATE SEAL IN USE BEFORE 1911

VARIATIONS OF THE SEAL

The general terms in which the seal was originally described has left room for play of the imagination. In 1894 Dr. W. J. Beal presented some of these variations before the Michigan Academy of Science, in a paper which with a few minor changes, reads as follows:

In the original the eagle looks very well and life-like, with his wings spread and the tips turned downward. At the left, as we look at the design, is the elk, with the neck arched more than it should be to represent nature; at the right stands the moose, with arched neck, a very slight crest along the middle of the neck and shoulders, but nothing like the shaggy mane as shown in the recent cuts that are used in various reports. The horns are broad, much like those of a moose, the forehead is too much curved or dished, the nose slants off somewhat abruptly, like a blunt chisel sharpened on one edge, instead

of the true round, blunt apex as the animal wears it. There is a small goatee and a very short spike of a tail.

The first design of the coat of arms as used in the public laws of Michigan appears in 1839, and continues to 1872, inclusive. In this (shown in Fig. 1) the moose stands at the left instead of at the right, and under him and beyond may be



FIG. 1

seen part of a train of short cars, and under the elk a plain steamboat. The eagle is spreading his wings in a graceful position as though just about to fly. The moose has a narrow nose much like that of the elk, and a shaggy neck considerably resembling the neck of a long-haired dog which had been closely sheared from the rear to the shoulders.

In 1870, in some State reports, there is a change (as shown in Fig. 2). The shield is shorter and broader, the eagle has



FIG. 2

risen above it, but still clings to his arrows; and now it is difficult to distinguish the moose from the elk, and both re-

semble bucks more nearly than an elk. On the left a man seems to be picking into a mine, on the right the boat has arrived. This boat is modified in style, when compared with the one above figured, having a mast as well as a smoke stack. The design was for a long time used as a part of the heading of the *Lansing Republican*.

In 1879, while the Hon. C. A. Gower was Superintendent of Public Instruction, another design was used in his report (Fig. 3). Great changes appear. The elk and the moose with sharp noses and smooth shoulders becoming tired of standing on their hind legs all these years, drop down onto all fours,

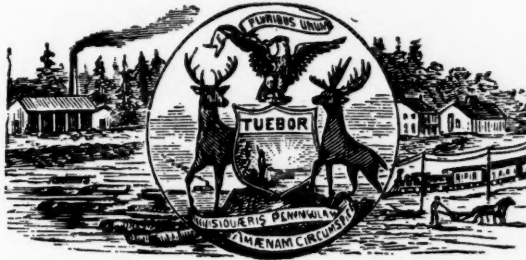


FIG. 3

waltzing around or one chasing the other, till they finally stop with the moose to the right of the shield. The eagle was evidently frightened at this and raised, extending his wings considerable, perhaps fearing the shield would tip over for lack of support. The railway train is of a different type and is close onto the heels of the moose. Farther back are a house and a barn, and in front a man plowing, and near the railroad a telegraph line is seen. On the left appears to be a factory of some kind, perhaps a sawmill.

In 1880 (as shown by Fig. 4) there is another change; the eagle has alighted on the shield, but the tips of his wings point up in a strained position against the strip which holds the motto, "E pluribus unum." The cars and telegraph have left all traces of existence, the steam boat has departed; the house and factory have been swept away; the plowman has probably

gone to dinner; the sun shines more brightly; the moose has again found his own horns, which look as though they were stuck on the head of a calf; the shaggy mane has been toned down, and here we have the fourth form of the shield that has appeared. The moose and elk having taken a rest for two or three years have again reared on their hind feet and support the shield in a graceful manner.



FIG. 4

In 1883-84 there are again signs of great commotion (See Fig. 5). Gov. Begole comes into office. The rays of an imaginary sun concealed by the shield, flash far up into the sky beyond the shield, and a great cloud of dust or smoke appears on each side back of the elk and moose. The rays of the visible sun rising from the distant lake are not parallel with the rays emanating from back of the shield. The moose has changed his head and again has found his shaggy neck. The eagle is the same as on the former design. In all these changes the Latin mottoes are not disturbed.

At the top of some of the paper now [1894] and for some years used by the executive department is what is called a *fac simile* of the Great Seal of Michigan. The eagle rests on

the top of the shield, with wings raised in a frightful and unnatural position, the tips apparently supporting the motto above. The elk looks reasonably well, excepting the conspicuous growth of long, shaggy hair all about the neck, quite in contrast with the smooth head and body. The head of the moose is too much like the head of the elk, the neck and shoulders are shaggy and unnatural. Back of the last two animals named are clouds of smoke, dust, or mist. On the shield is the man with a gun standing on a peninsula. The

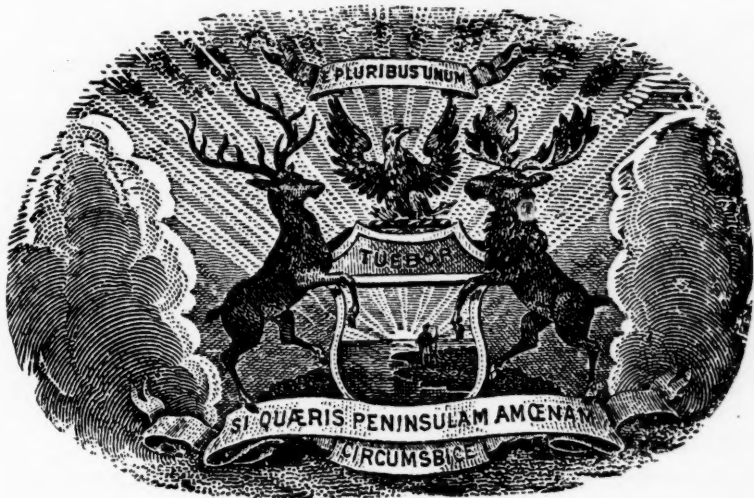


FIG. 5

gun has a bayonet attached. Neither on the shield nor outside of it are there any other signs of animal or plant life, save those just mentioned, nor of art, save the mottoes and the arrows in the possession of the eagle.

One of the letter heads now [1894] in use (Fig. 6) contains another design here exhibited. The eagle has dropped his wings; the strip containing the motto takes a bend under his neck. The rays of a second sun flash up back of the eagle, the other sun just rising above the water on the shield. The shield is of a different design from any of the others. Excepting the

slight difference in the horns, the moose is essentially the same as the elk. The train of cars and a steamboat reappear, with some changes. The moose and the elk stand on piles of small stones, clouds appearing on either side. Near the man on the peninsula stands a flag pole bearing the Stars and Stripes and

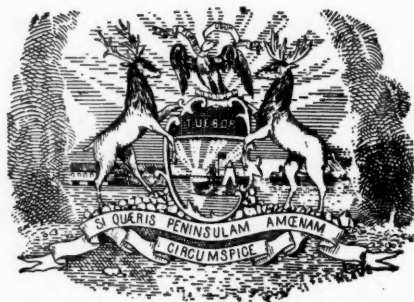


FIG. 6

a tent of modern design. The Great Seal of Michigan, as used in 1870 or thereabouts was much more like the original design than the one used at present [1894].

In the legislative manual for 1885 and for several years after there is apparently a copy of the State seal as now used [1894]. Near the margin are the letters, "Great seal of the State of Michigan, A. D. MDCCCXXXV."

The eagle is slightly changed from the one last described, this one having on the head two slight horns pointing backward. Altogether, when carefully viewed with a lens, it is a very clumsy bird. The man on the peninsula has again changed his clothes, the bayonet has been removed from the gun. The elk is very good, having very little indication of long hair about the neck. The moose has a rather broader nose, the hair on the neck and shoulders is quite long and wavy. Except the shield, the eagle, moose and elks and the strips containing the mottoes, the ground work is all plain, consisting of fine parallel lines.

I have by no means exhausted the deviations from the original drawing at first described, but have shown that no two

of them are alike in some rather important particulars. It seems as though the engraver of each new plate for a State coat of arms or State seal had tried to exhibit some originality in his work as others have in making innumerable representations of Uncle Sam.

Perhaps it makes little difference how many styles we have—we live in an age of fashion—but some day, I doubt not, some careful person will revise the figures of our State seal and we shall have an improvement on any yet made. There could certainly be nothing to criticise, were the drawings good and true to life of a perfect eagle, a handsome elk, and a well-proportioned moose. In case no one else undertakes the job, it would not be a bad scheme for this society in its printed transactions to have a design made which should be a credit to its members by exhibiting the eagle, the elk, and the moose as well-developed animals, all in graceful positions.

SEALS OF MICHIGAN TERRITORY

Michigan Territory was organized in 1805, and General William Hull of Newton, Massachusetts, was appointed Governor. On July 9, 1805, the Governor and Judges sitting in their legislative capacity passed the following:

An act concerning the temporary seal of the territory of Michigan. Be it enacted by the Governor and Judges of the territory of Michigan, That the description in writing of the territory of Michigan deposited and recorded in the offices of the secretary of the territory, shall remain a public record, and shall be and continue the temporary seal of said territory until another permanent seal shall be provided; and the person administering the government of the territory of Michigan shall have the custody of the said seal, and all such matters and things as issue under the said seal shall be entered of record in the office of the secretary of the territory; the same being adopted from the laws of one of the original states, to wit, the state of New York, as far as necessary and suitable to the circumstances of the territory of Michigan.

Adopted and published at Detroit, the ninth day of July, one thousand eight hundred and five.

William Hull,

Governor of the territory of Michigan.

Augustus B. Woodward,

Chief Justice of the territory of Michigan.

Frederick Bates,

Senior associate judge of the territory of Michigan.

"Attest,

S. C. Peter Audrain,

Secretary of the Governor and the Judges
in their legislative department."

On Oct. 24 the Governor and Judges passed the following
"Act concerning seals":

Section 1. Be it enacted by the Governor and Judges of the Territory of Michigan, That the description in writing, of the Great Seal of the Territory of Michigan, deposited and recorded in the office of the Secretary of the Territory, shall remain a public record, and shall be and continue the description of the Great Seal of the said Territory; and the person administering the government of the Territory of Michigan, shall have the custody of the said seal; and all such matters and things as issue under the said seal, shall be entered of record in the office of the Secretary of the Territory.

Section 2. And be it further enacted, That the descriptions in writing of the seal of the Supreme Court, of the seal of the county court, and of the seal of the register, deposited and recorded as aforesaid, shall be and continue the description of the said seals respectively.

The same being adopted from the laws of one of the original States, to wit, the State of New-York, as far as necessary and suitable to the circumstances of Michigan.

Section 3. And be it further enacted, That an act concerning the temporary seal of the Territory of Michigan, passed the ninth day of July, one thousand eight hundred and five, and the eighteenth section of an act concerning the Supreme Court of the Territory of Michigan, passed the twenty-fourth day of

July, one thousand eight hundred and five, be and the same are hereby repealed.

Made, adopted and published at the City of Detroit this twenty-fourth day of October, one thousand eight hundred and fifteen.

Lewis Cass,
Governor of Michigan.
John Griffin,

One of the Judges of the Territory of Michigan.
J. Witherell"

The description of a seal referred to in this Act was "devised, reduced to writing and deposited for record by His Excellency, Lewis Cass, Esquire," on Dec. 1, 1814, and was as follows:

This seal to be two inches in diameter within the ring which usually forms the outer edge of seals. In the center of the



SEAL OF MICHIGAN TERRITORY, 1814

seal to be a shield, or as the Heralds style it, an escutcheon, in the form in which they are represented in the plates of Heraldry. Within the shield to be a small tree, properly proportioned to the size of the shield. A motto at the bottom of

the shield to be *Tandem Fit Surculus Arbor* (The shoot at length becomes a tree). The shield to be supported by an eagle on each side, presenting a side view to the eye, the Eagle on one side standing upon the right foot, and supporting the shield with the other; and *contra*, on the other side of the shield. From the beak of one Eagle to that of the other to be a scroll, passing over the shield in a curve, and within the scroll to be the motto of the United States, "E Pluribus Unum." Round the seal to be these words, "Great Seal of the Territory of Michigan."

The motto on this shield is that of the Marquis of Waterford.

SEAL OF THE NORTHWEST TERRITORY

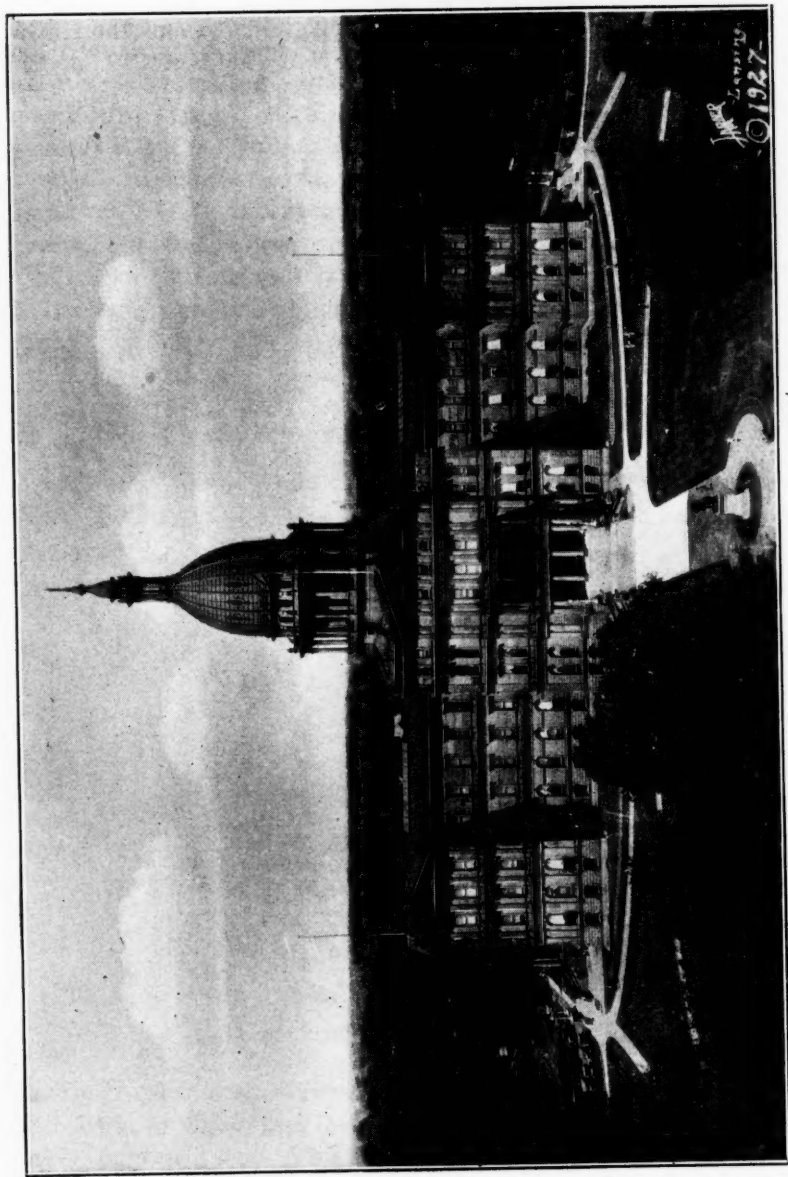
This seal, adopted under a law of 1792 authorizing the national Secretary of State to provide a seal for the Territory,



SEAL OF NORTHWEST TERRITORY

shows, in the upper segment of a circle, an apple tree laden with fruit, at whose foot lies the thick trunk of a prostrate tree; below, the Latin inscription, *Meliorum lapsa locavit* (The fallen

has made room for a better), referring probably to the displacement of the wilderness by civilization. About the rim is inscribed, The seal of the Territory of the U.S.N.W. of the River Ohio.



STATE CAPITOL BUILDING, LANSING

THE STATE CAPITOL

THE old capitol building at Detroit, 60x90 feet, was built in 1823-28, at a cost of \$24,500. Its classical design reflects a characteristic influence of the period. The building was first used by the Legislative Council of the Territory May 5, 1828, and last used by the State Legislature in the session which closed March 17, 1847. It was used after 1848 by the Detroit Board of Education for school purposes.

The old State House, Lansing's first capitol building, 60x100 feet, was built in 1847, at a cost of \$25,952. A plain white two-story frame building with green blinds was completed in time to be used by the Legislature of 1848. An addition of 16 feet to the south was made in 1865. The building was occupied until the State offices were removed to the present Capitol. Later it was sold and rented as a factory. Destroyed by fire December 16, 1882.

In 1853 a brick office building was erected in the center of the present capitol square at a cost of \$15,500, and completed in 1854, having about 7,000 square feet of floor space. An extension to the west was built in 1863, practically doubling this, to accommodate the overflow from the old State House.

In 1871 the old State block was built on the corner of Allegan Street and Washington Avenue, 85x100 feet, to house the State offices while the present Capitol building was being erected. This cost \$30,694. The last State office was removed from this building as late as 1923, when the building was sold to the United Cigar Co. for \$404,500. It has since been wrecked to make room for a modern business block.

The present State Capitol, 420-274 feet including porticos and steps, and 276 feet high, covers one and one-sixth acres, and has a walk around the outside 1,520 feet long. A visitor upon entering the dome makes 123 rising steps before reaching the top floor of the cupola. The act providing for the erection of this building was passed March 31, 1871 during the adminis-

A variety of photographs of state buildings, including the Capitol, can be obtained from The Larner Studio, Lansing.

tration of Governor Baldwin. Examination of designs was completed January 24, 1872. The design adopted was submitted by Elijah E. Myers, architect, of Springfield, Ill., who was later employed as architect and general superintendent of construction. The building was erected by the firm of N. Osburn & Co., Rochester, N. Y. All four fronts were built of No. 1 Amherst (Ohio) sandstone. The cornerstone, of New Hampshire granite, was laid October 2, 1873. The building was completed in 1878 at a total cost of \$1,510,130.59. It was dedicated and occupied in 1879.

The State Office and Library Building, corner of Walnut and Washtenaw streets, was authorized May 10, 1917. Total appropriations for this building, \$2,857,500. Completed and occupied in 1922.

MICHIGAN

BY L. A. CHASE, M. A.

(Professor of History, Northern State Teachers' College)

MICHIGAN, called the "Wolverine state," or the "Peninsula state," is bounded on the east and north by the Province of Ontario, Canada, on the south by the states of Ohio, Indiana and Wisconsin (Upper Peninsula), and on the west by Wisconsin and Illinois. It comprises two large and several small peninsulas formed by the Great Lakes. The Upper Peninsula has somewhat less than one-fourth of the total area. Its extreme extension in latitude and longitude is approximately as follows: 41:41 south, to 47:28 north (Keweenaw Peninsula; Gull Island is beyond latitude 48 north); to longitude 82:25 and 90:25 west. The total area of the state is 57,980 square miles.

Climate.—The five great lakes which touch Michigan have a combined area of 87,620 square miles and profoundly affect the state's climate, commerce, and other conditions of life. The prevailing direction of the winds which are modified in temperature by first passing over these vast bodies of water, is of great agricultural importance, creating the fruit region along the Lake Michigan and Lake Superior shores. Extremes of temperature occur at points remote from the lake shores, which aggregate approximately 1,715 miles. It has been computed that the extension of the state through more than six degrees of latitude affords the northernmost section sixty-nine more hours of sunshine in the six months of the growing season in comparison with the southernmost section. There is likewise a favorable balance of 141 hours of twilight for the most northerly latitude of the state. The mean annual temperature is 44 degrees: that of the southern counties is about 48 degrees and of the northerly counties back from Lake Superior is about 39 degrees. The average maximum temperature of the inner portion of the Lower Peninsula is 85 to 90 degrees and that of

Detail on these topics and many more may be obtained from the author's volume *Rural Michigan* published by Macmillan & Co., N. Y.

Marquette on the Lake Superior shore is 58.5 degrees. Winter temperatures in the northern peninsula range about zero and about ten degrees above zero in the southern peninsula. Extreme minimum temperatures range from 25 to 40 degrees. The lowest temperatures occur on the inland iron ranges of the Upper Peninsula and the elevated northern interior of the Lower Peninsula. There is little difference in the amount of sunshine in either peninsula. The cloudiest portion is the eastern Upper Peninsula and northeastern Lower Peninsula. The normal annual precipitation of the entire state is 32.91 inches (34.58 inches in the Upper Peninsula and 33.58 inches in the southern counties, 28.95 in the central counties, 30 inches in the northern counties of the Lower Peninsula). Droughts are rare, especially in the northern counties. There is little difference in winter precipitation between the northern and southern portions of the state, but lower winter temperatures give the northern section much more snow. Local destructive wind-storms and tornadoes occur occasionally in both peninsulas but more often in the south. The prevailing winds are westerly in the Lower Peninsula and northwesterly in the summer in the Upper Peninsula.

Surface features.—There is little bed-rock visible except in the western Upper Peninsula. Glacial drift and boulders cover both peninsulas. The greatest elevation is in the Porcupine Mountains near Lake Superior (2,023 feet), while the greatest elevation of the Lower Peninsula is near Cadillac. There are no true mountains. The soil is composed of glacial lake clays, outwash sandy plains, with morainic ridges, eskers, kames and drumlins in both peninsulas. This affords great variety to vegetation and agriculture. Lakes, swamps and marshes are common in both peninsulas. It is estimated that there are more than 5,000 inland lakes, constituting one-fiftieth of the state's area. Drainable lands are estimated at 4,400,000 acres. The swamp and marsh area originally is estimated to have constituted one-seventh of the state's area. Many of these have been drained and are productive. The clay soils and loams are fertile where not depleted by wasteful agriculture.

Population.—The United States Census of 1920 gave Michigan a total population of 3,668,412. The urban population was 2,241,560; the rural population 1,426,852. The native born population was 2,939,120; the foreign born, 729,292. Males were 1,928,436; females, 1,739,976.

Cities.—The population of the principal cities of Michigan (Census of 1920) is as follows: Detroit, 993,678; Grand Rapids, 137,634; Flint, 91,599; Saginaw, 61,903; Lansing, 57,327; Kalamazoo, 48,487; Jackson, 48,374; Bay City, 47,554; Highland Park, 46,499; Muskegon, 36,570; Battle Creek, 36,164; Pontiac, 34,273; Port Huron, 25,944.

Agriculture.—The agriculture of Michigan has been profoundly influenced by geographical conditions. The extension of its area through more than six degrees of latitude causes variations in farm practices. Soil and topographical variations have a similar effect. Thus little winter wheat, corn, beans, peaches and grapes are grown in the northern counties, while these are important in some or all of the southern counties. The fruit-belt of the eastern shore of Lake Michigan is famous. Celery is grown on muck soils of the southern counties and to a small extent in the Upper Peninsula. Mint is important in the southwestern counties, and sugar-beets in the Saginaw Valley and adjacent counties. Potatoes thrive on the sandy soils of the northern counties in both peninsulas. Hay is an export crop in the eastern Upper Peninsula. Alfalfa is of increasing importance in the southern counties. Apples, plums, cherries, berries, and other small fruits, and maple sugar are produced throughout the state as far north as Lake Superior in marketable quantities. The presence of a large non-agricultural population in both peninsulas has promoted the production of milk and milk products. Excellent results have accrued from an active campaign fostered by the Michigan Agricultural College and allied agencies, to improve the breeds of livestock and eradicate livestock diseases. In the southern counties, there has been a noticeable abandonment of farms or reduction of the tilled area because of the attraction of large cities. In the northern "cut-over" region, "development

bureaus" are promoting land-clearing, agriculture, and reforestation. Since the organization of the Michigan State Farm Bureau, in 1919, farmers' co-operative marketing associations have increased rapidly, including such branches of agriculture as livestock, fruit, potatoes, maple-sugar and sugar-beets. The state and county farm bureaus co-operate with these associations and have seed, wool, coal, grain, and other commodities bought or sold in large quantities. Other farmers' associations include the Grange, Gleaners and Farmers' Clubs, which frequently possess marketing as well as social functions. The Michigan State College at East Lansing conducts experiment stations at the College and at Chatham in the Upper Peninsula, and provides trained county agricultural agents, home demonstration agents, and boys' and girls' clubs-leaders for many counties in both peninsulas. Farmers' Week each winter at East Lansing is an important event. The State Department of Agriculture tests seeds, weights and measures, eradicates livestock diseases and establishes quarantines, examines and certifies certain agricultural lands offered for sale, promotes dairying, etc.

Lumbering.—The southern half of the southern peninsula and much of the northern peninsula had once a splendid hardwood forest of maple, oak, hickory, elm, ash, beach and other woods; while the northern half of the southern peninsula and portions of the northern peninsula had remarkable stands of white and Norway pines. Nut-bearing trees existed chiefly in the southern peninsula. Although lumbering has proceeded on a large scale for the past century, there remains an estimated stand of merchantable timber of over fifty billions of board-feet, mainly in the Upper Peninsula. Wood-using industries, such as manufacture of furniture, automobiles, agricultural machinery, handles, matches, tooth-picks, butter-bowls, staves, paper-pulp, vehicles and building materials, have located in Michigan in large numbers. Much wood is also used for the manufacture of charcoal iron in wood-carbonization plants in northern Michigan, for mine-timber, railway ties, bridges, posts, poles, stakes and slats. This has promoted

deforestation on a large scale, and it is estimated that more than ten million acres of unutilized, undeveloped cut-over lands now exist. The University of Michigan and the Michigan Agricultural College departments of forestry, the United States Forest Service, the State Department of Conservation and the development bureaus are promoting re-forestation which is hindered by forest fires and taxation. The State Forests are extensive but possess mostly young second-growth stands. About 12,000 acres have been artificially re-planted. The State Tree Nursery is at Higgins Lake, Crawford County. Forest protection is the duty of the State Conservation Department.

Mining and Minerals.—As a producer of copper, Michigan is now exceeded by Arizona and Montana, and of iron by Minnesota. It once ranked first in these minerals. Native copper has been produced in large quantities on the Keweenaw Peninsula of Lake Superior since 1845. Over seven billion pounds have been produced. Iron is produced on three ranges (Marquette, Menominee and Gogebic in order of discovery), of which Gogebic is now the greatest producer. Coal has for years been produced in the Saginaw Valley and at a few other points in small quantities. Salt was first produced in the Saginaw Valley and later near Manistee and near the Detroit River. Michigan normally ranks first as a producer of salt. Gypsum is produced near Grand Rapids, limestone in the northern portion of the Lower Peninsula and the eastern portion of the Upper Peninsula. Sandstone has been produced in large quantities along the shore of Lake Superior from which many large buildings have been erected, but the industry is now dormant. Slate formerly was produced near Huron Bay of Lake Superior, and gold near Ishpeming, where there is also low grade asbestos. Graphite in small quantities is still mined near L'Anse for the manufacture of paint at Detroit. Mineral springs are of some importance in the southern peninsula and artesian water is abundant in the central southern peninsula, and along the Lake Michigan shore of the Upper Peninsula. Gravel for road construction, etc., is widely distributed in both peninsulas, and abundant hard rock from mines and quar-

ries is available in the Upper Peninsula for this purpose. Petroleum has been found in trifling quantities. Cement is an important product in the Lower Peninsula. Silver is often found associated with copper and has been found at a few points associated with lead or in pure state. Bricks and tiles are produced chiefly in the southern counties. The Michigan College of Mines at Houghton in the "Copper Country" trains mining engineers. Some of the deepest iron and copper mines in the world are found in Michigan. Some copper mine shafts reach a depth of more than one mile below the surface. The Indians were the first copper miners.

Manufactures.—The proximity of raw materials and markets has promoted manufacturing. These predominate in the southern portion of the Lower Peninsula, where Detroit, Grand Rapids, Bay City, Lansing, Flint, Battle Creek, Kalamazoo and Jackson are important centers. Some industries are associated with particular cities, such as automobiles and automobile parts with Detroit, wire-fence with Adrian, paper with Monroe and Kalamazoo, furniture with Grand Rapids, silk with Belding. The automobile industry is also important at Flint and Lansing, the manufacture of grain threshing machinery at Battle Creek and Port Huron, beet-sugar at Bay City, Lansing, Alma, Owosso, Menominee and a few other places; stoves, chemicals and drugs, and a variety of other products at Detroit; ships in and near Detroit; canned fruit in western Michigan; wooden-ware and wood products at Escanaba. Small flour-mills are widely scattered throughout the state while wood-using industries predominate in the Upper Peninsula. Lime-stone is the basis of several industries in both peninsulas. Copper and iron-using industries are important in Detroit. The Detroit packing industry has grown to large proportions. Wood-carbonization plants allied with charcoal iron furnaces predominate in the Upper Peninsula. Dairy products are widely distributed.

Transportation and Commerce.—There is heavy passenger traffic on the main east and west lines of the south and heavy iron ore and log traffic on the Upper Peninsula lines. The

main lines of the Michigan Central and Grand Trunk are double-tracked. Considerable eastbound traffic from southern Michigan has always passed through Canada. Considerable southbound traffic from the Upper Peninsula passes through Wisconsin. The southern Lower Peninsula is well supplied with electric interurban and power lines. In the Upper Peninsula, considerable electric power is used for mining and manufacturing, but interurban lines are short and few. Much trucking exists on the highways of both peninsulas. Many miles of concrete highway are found in the southern portion of the Lower Peninsula and well-built macadam roads exist throughout the Upper Peninsula. Much farmers' milk reaches the cities by road as well as railroad. Both peninsulas have extensive telegraph and telephone service, and the radio is being rapidly introduced.

Government.—The present government of Michigan is based upon the Constitution of 1908. The governor, lieutenant-governor, secretary of state, state treasurer, auditor-general, attorney-general, and superintendent of public instruction, are chosen biennially, and the state highway commissioner quadrennially. When acting collectively, these officials (except the lieutenant-governor) are known as the Administrative Board (created in 1921), which has general supervisory powers over state departments and institutions, with control over appropriations and contracts in many cases. A senate of 32 members and a house of representatives of 100 compose the legislature which meets biennially. In most cases, special and local legislation is forbidden, a large measure of home rule being conferred upon local governments by the present constitution. State revenues are derived chiefly from the general property, corporation and automobile taxes. There is no state income tax. Steam railways and related transportation agencies are assessed by the State Board of Assessors. Local assessments are supervised and corrected by the State Board of Tax Commissioners. Automobile license fees are used for highway purposes, in part by the state and in part by the counties. Recently there has been a tendency both to expand the

functions of the state government and to centralize control in a few departments and commissions, such as the Welfare Department, in charge of correctional, reformatory, penal, charitable institutions and institutions for incompetent and defective classes; the Department of Agriculture, including the bureaus of Agricultural Industry, Food and Drugs, Animal Industry and Dairying; the Department of Conservation, including the divisions of forestry, fish and game, parks, and Geological Survey; the Public Utilities Commission; the Department of Health; Highway Department, and the Historical Commission. These are housed in the Capitol and the new State Office Building at Lansing. Laboratories, game reservations, hatcheries, experiment stations are maintained at points throughout the state. The state owns large tracts of land in both peninsulas, much of which is delinquent tax land. In addition to educational institutions, there are State Hospitals for the Insane at Pontiac, Kalamazoo, Traverse City, Ionia and Newberry; a Psychopathic Hospital at Ann Arbor; a Home and Training School for the Feeble-minded at Lapeer; a Farm Colony for Epileptics at Wahjamega; a State Prison at Jackson, Ionia and Marquette; Industrial School for Boys at Lansing; Industrial Home for Girls at Adrian; State Public School at Coldwater; School for the Deaf at Flint; School for the Blind at Lansing; Michigan Employment Institution for the Blind at Saginaw, W. S.; Soldiers' Home at Grand Rapids. The state police assists local police officers in law enforcement. The judicial system consists of a supreme court, circuit, probate, justice, and, in some cities, juvenile courts.

Local government is distributed among the eighty-three counties, the townships, cities, villages, and school districts. County government resembles that of the state of New York, because New York furnished many settlers to the state during its formative period. There is a board of supervisors, composed of township and city supervisors, with administrative, financial and legislative functions. Other county officials include the clerk, treasurer, prosecuting attorney, sheriff, register of deeds, surveyor, drain commissioner and judge of probate.

The legislative body of townships is the township meeting, if held, especially in the rural counties, while administrative and financial functions belong to the township board, composed of the supervisor, clerk and two justices of the peace. These officials have special duties and other township officials are the treasurer, commissioner and overseers of highways. Cities may organize under the general laws of the state, in which there is a mayor, council or aldermen, board of public works and other officials; or they may adopt a special charter with such peculiar features as are not inconsistent with state laws. Thus many cities have commission government with or without a city manager. Cities and townships are instrumentalities of the state government, collecting state revenues and enforcing state laws. Villages are included within the township in which they are situated, and are governed by a president, council of six trustees, and other officials.

All assessments under the general property tax are required to be made at true cash value. There are local boards of review and equalization to correct inequalities in assessments. State expenditures are only on warrant of the auditor general, and local expenditures on warrant of the proper officials. The board of state auditors has charge of the Capitol and office building and formerly directed expenditures from the general fund of the state; but this latter function appears to have been taken over by the Administrative Board.

Education.—The general plan of education in Michigan was formulated in the first constitution, that of 1835. The superintendent of public instruction supervises and promotes education throughout the state. The State Board of Education is in charge of the four state normal schools; the University of Michigan is in charge of its Regents; the Michigan State College of the State Board of Agriculture; and the Michigan College of Mines of its Board of Control. Primary and secondary schools are in charge of boards of education, varying in composition according to the type of district. With certain exceptions, attendance at school is compulsory between the ages of 7 and 16. In most employments, child labor is forbidden

below the age of 14. Teachers are required to have college or normal training, except when experienced. There is a contributory teachers' retirement pension system. Special provision exists for the education of blind, deaf, crippled, and orphaned children. School taxes are voted in most cases by the board of education, and the state primary school interest fund, derived from the proceeds of the sales of school lands donated by the United States, railroad and related taxes, and the inheritance tax, provides state aid on the basis of the number of children of school age (5 to 19 inclusive) in the district. Library funds, derived from fines are similarly distributed. Numerous consolidated rural agricultural schools, have been established along lines first projected by Mr. J. A. Doelle in Portage Township, Houghton County. The University of Michigan at Ann Arbor inspects and accredits high schools. The Michigan State College at East Lansing provides teachers of agriculture and boys' and girls' club-workers and extension specialists. The Michigan College of Mines at Houghton trains mining engineers. The State Department of Public Instruction conducts teachers' institutes, examinations, prepares legislation, affords legal advice to school officials, approves plans for new school-buildings, prepares courses of study, distributes the primary school fund, collects and disseminates school educational statistics and information, prepares lists of textbooks, assists in school law enforcement, and promotes the educational interests of the state. The county commissioners of schools are intermediaries between the Department of Public Instruction and school officials and teachers, supervise rural schools, and conduct teachers' examinations. The office is elective. The large township unit districts exist more commonly in the Upper Peninsula. The county district does not exist.

History.—Until 1763, Michigan was a part of New France. This French occupation has left its mark on the state in the presence of French geographical names, French population, French traditions, French land tenure in some sections. The oldest settlements (Sault Ste. Marie, Mackinac, and Detroit)

are of French origin. The English occupation (1763-1796) is less significant. Michigan fell within the scope of the Quebec Act (1774). The fur-trade flourished during both periods, Michilimackinac being a famous center of the trade and Sault Ste. Marie an important out-fitting point for the northwest. Michigan was comprised within the territory covered by the famous Ordinance of 1787, in accordance with whose provision it became a territory in 1805 and a state in 1837. French population and customs predominated until the opening of the Erie Canal in 1825 introduced the dominant New England and New York stock. The population increased from about 30,000 in 1830 to 212,000 in 1840. Settlement was promoted by the extinction of the Indian title, particularly in 1807, 1819, 1821, 1836 and 1843. It was promoted by the construction of railways, of which the first was operated in 1836. The state itself undertook railway construction in 1837 but sold its active railway properties in 1846. Detroit was connected with Chicago in 1852 and with New York in 1854. The southern counties were first settled, and agriculture and lumbering were the principal occupations. Copper and iron mining in the Upper Peninsula began about 1845. The first railroad to the iron mines (Marquette and Negaunee) was opened in 1857 and direct rail connection with the Lower Peninsula via the Straits of Mackinac was established in 1881. The mining industry was promoted by the construction of the canal at Sault Ste. Marie (1855). Copper and iron from this region were of great importance in the Civil War. After the Civil War, the northern portion of the southern peninsula was settled, and the great pine forest was largely removed before 1900. Agriculture, lumbering, mining, fur-trading and fishing, had always been supplemented with manufacturing but Michigan's high rank as a manufacturing state has been achieved since 1900 and is closely related to the automobile industry. This rapid development has increased the population and wealth of the state to a marked degree. The state's population in 1900 was 2,420,982, in 1910, 2,810,173, and in 1920, 3,668,412. The assessed valuation in 1901 was \$1,335,109,918, in 1921, \$5,483,535,114, in 1922,

\$5,622,913,389, in 1923, \$5,933,301,772 and in 1924 was \$6,470,614,422. To the original French and eastern American peoples, have been added Germans (widely distributed), Poles in Detroit, Bohemians in the Saginaw Valley, Finns and Swedes in the Lake Superior region, Cornishmen in the mining regions, and a few negroes in the southern counties.

CHRONOLOGICAL OUTLINE

- 1634—Jean Nicolet is the first white man to explore the Great Lakes. Sent out from Quebec by Champlain to discover a passage to Cathay and open up trade with Indies.—Traverses by canoe the waters of Georgian Bay, the Straits of Mackinac and Lake Michigan, landing among the Winnebago Indians at Green Bay.
- 1668—First permanent settlement made by Marquette, at Sault de Ste. Marie.
- 1671—Marquette founds the Mission of Michilimackinac, at St. Ignace.—St. Luson takes possession of the Great Lakes and tributary regions for France.
- 1673—Marquette and Joliet, setting out from St. Ignace, discover the Mississippi River, June 17, near the site of Prairie du Chien, Wisconsin.
- 1679—LaSalle visits the upper waters of Lakes Huron and Michigan in the Griffin, first sail boat on the Great Lakes.
- 1701—Detroit founded by Cadillac, who was previously commander of the fort of Michilimackinac.
- 1721—The French writer and historian Charlevoix visits Michigan.
- 1702-1763—Wars between the French and the English for colonial supremacy.
- 1763—By the Treaty of Paris, Michigan and the Great Lakes region pass from French to British control.—Pontiac's conspiracy.—Siege of Detroit.—Indian massacre of the garrison at Old Mackinaw (near the present Mackinaw City).
- 1775—Beginning of the American Revolution.
- 1780—Fort removed from Old Mackinaw to Mackinac Island.
- 1783—Treaty of peace with Great Britain, securing the independence of the United States.
- 1787—"Ordinance of 1787" adopted by the Confederation of the United States of America for the government of the Northwest Territory.

- 1789—Washington inaugurated President under the new Constitution.
- 1805—Detroit destroyed by fire.—Michigan organized as a Territory.
- 1806—First bank in Michigan at Detroit.
- 1807—Indian treaty ceding Southeastern Michigan.
- 1808—John Jacob Astor founds the American Fur Company.
- 1809—First printing press west of the Alleghanies brought to Michigan by Gabriel Richard, a Catholic priest of Detroit.
- 1812-14—War with Great Britain.
- 1813—Lewis Cass appointed Governor of Michigan Territory.
- 1816—Government survey of Michigan lands, begun in Oakland County.
- 1817—President James Monroe visits Detroit.—County of Monroe established in his honor.—Name of county seat changed from Frenchtown to Monroe.—Founding of the University of Michigan, at Detroit.
- 1818—Walk-in-the-Water, first steamboat on the Great Lakes, plies between Buffalo and Detroit.—Beginning of public land sales in Michigan.
- 1819—William Woodbridge, secretary of Michigan Territory, elected first delegate from Michigan to Congress.—Indian Treaty of Saginaw, ceding large area in central Michigan.
- 1820—Gov. Cass, Henry R. Schoolcraft, and others explore the Northwest from Detroit by way of Mackinaw and Lake Superior to the head-waters of the Mississippi, returning by way of the Chicago-Detroit Indian trail.
- 1821—Indian treaty, ceding Southwestern Michigan.
- 1824—First Legislative Council of Michigan convenes at Detroit, capital of the Territory.
- 1825—Military turnpike from Detroit to Chicago begun.—Opening of Erie Canal aids settlement of Michigan.
- 1829—"Cabinet counties" set off in southwestern Michigan, named for members of President Jackson's cabinet.

- 1833—First settlers in the lower Grand River Valley at Ionia, Grand Rapids, and Grand Haven.
- 1835—First constitution of Michigan adopted, and Stevens T. Mason elected Governor.—Isaac E. Crary elected representative in Congress.—Lucius Lyon and John Norvell elected senators.
- 1836—First railroad in Michigan completed from Adrian to Toledo, the Erie and Kalamazoo.—Indian treaty ceding lands of western Michigan north of Grand River.
- 1837—Michigan admitted to the Union.—University of Michigan opened at Ann Arbor.—“Patriot War.”—Financial panic.
- 1838—Grand Rapids incorporated as a village (incorporated as a city 1850).
- 1841—The “Copper Country” brought to the attention of speculators by Douglass Houghton’s report as State Geologist.
- 1844—Iron ore discovered in Marquette County by William A. Burt, inventor of the solar compass.
- 1846—Colony of Mormons, under James Jesse Strang, settle on the Beaver Islands in upper Lake Michigan.
- 1847—State Capital moved from Detroit to Lansing.
- 1852—Michigan Central Railroad completed to Chicago.—State Normal School opened at Ypsilanti.
- 1854—Republican Party born “under the Oaks” at Jackson.
- 1855—Ship Canal completed at Sault de Ste. Marie.
- 1856—Abraham Lincoln visits Michigan.
- 1857—Zachariah Chandler elected to succeed Lewis Cass as United States Senator.—Michigan Agricultural College opened, “Pioneer among agricultural colleges of the world.”
- 1859—Salt in commercial quantities discovered in the Saginaw region.
- 1860—Michigan carried for Lincoln; six electoral votes.
- 1861—May—First regiment leaves for war.
- 1864—Michigan carried for Lincoln, eight electoral votes.

- 1865—Jefferson Davis captured by the Fourth Michigan Cavalry.
- 1871—James Burrill Angell becomes president of the University of Michigan.
- 1874—Michigan Pioneer and Historical Society organized.
- 1876—Centennial celebration of the Declaration of Independence.
- 1879—New State Capitol at Lansing dedicated.
- 1886—Michigan College of Mines opened at Houghton.
- 1895—Central Michigan Normal School opened as a state institution at Mt. Pleasant.
- 1898—Michigan sends five regiments to the war with Spain. Gen. William R. Shafter in that war was a native of Kalamazoo County, Michigan.
- 1899—Northern State Normal School opened at Marquette.
- 1903—Ford Motor Company organized.—Beginning of Michigan's lead in the automobile industry.
- 1905—Western State Normal School opened at Kalamazoo.
- 1909—New state constitution goes into effect.
- 1913—Constitutional amendment adopted relative to the principles of "initiative, referendum and recall."
- 1916—State Prohibition law enacted.
- 1917—Michigan legislature votes \$5,000,000 for the Great War. Michigan War Preparedness Board, first of its kind in the Union, organized.
- 1919—Act permitting issuance of \$50,000,000 road bonds for highway improvement.
- 1920—Equal suffrage amendment to the state constitution takes effect.
- 1921—Marshal Foch visits Michigan.—State Administrative Board organized.—Soldiers' Bonus Act appropriating \$30,000,000.
- 1922—State Office Building occupied.
- 1923—Aeroplane mail service opened between Detroit and Cleveland.
- 1924—Prince of Wales visits Detroit.

- 1925—Death of Marion LeRoy Burton, president University of Michigan.
- 1927—Charles Lindbergh, native of Detroit, makes Trans-Atlantic flight.
- 1929—The German dirigible Graf Zeppelin passed over southern Michigan on its round-the-world flight.

TOPICS FOR REPORTS AND THEME WRITING IN MICHIGAN HISTORY

- I. The Indians
 - 1. Prehistoric man in Michigan
 - 2. Tribes of the Great Lakes
 - 3. Myths, legends and folk-lore
 - 4. Manners and customs
 - 5. Inter-tribal wars
- II. Discovery and exploration
 - 1. Cartier
 - 2. Champlain
 - 3. Nicolet
 - 4. Marquette and Joliet
 - 5. LaSalle
 - 6. Duluth
- III. The Missionaries
 - 1. Jogues and Raymbault
 - 2. Menard and Allouez
 - 3. Dablon and Marquette
- IV. Early French Settlements
 - 1. Fur trade and traders
 - 2. Sault Ste. Marie and Mackinac
 - 3. Cadillac at Detroit
 - 4. Old French manners, customs, and traditions
 - 5. Cadillac's successors
 - 6. Settlements on St. Joseph River
- V. Under the British Flag
 - 1. French and English commercial rivalry
 - 2. Border wars; end of French regime
 - 3. Pontiac and the massacres of 1763
 - 4. British rule at Detroit and Mackinac
- VI. Coming of the Americans
 - 1. Moravians and Friends
 - 2. Ordinance of 1787; Northwest Territory
 - 3. Wayne and the Indians; treaty of 1795
 - 4. Northwestern posts; Jay's treaty

5. Detroit in 1796
6. Wayne County
7. Organization of Michigan Territory
8. Detroit's great fire in 1805
9. Governor Hull
10. Judge Woodward
11. Indian treaty of 1807
- VII. Michigan and the War of 1812
 1. Indian allies of the British
 2. Battles of the war
 3. Treaty of Ghent
 4. Detroit after the war
 5. Advantages and disadvantages of the war for Michigan
- VIII. Settlement of Michigan after the War
 1. Beginning of public land sales at Detroit (1818)
 2. Treaty of Saginaw
 3. Detroit in 1819
 4. "Walk-in-the-Water"; steam navigation on the Great Lakes
 5. Organization of eastern shore counties: Wayne, Monroe, Macomb, St. Clair
 6. First inland counties: Oakland, Washtenaw, Lenawee
 7. Chicago Road
 8. Erie Canal
 9. St. Joseph Valley
 10. Kalamazoo Valley and Territorial Road
 11. Grand River region
 12. Saginaw country
 13. Harriet Martineau's visit to Michigan
 14. Cholera epidemics (1832-34)
 15. Black Hawk War scare
 16. Negro riot in Detroit
 17. Early newspapers

- IX. Representative Men of Michigan Territory
 - 1. Lewis Cass
 - 2. William Woodbridge
 - 3. Father Gabriel Richard
 - 4. Henry R. Schoolcraft
 - 5. Stevens T. Mason
- X. Questions of Boundary and Statehood
 - 1. Dispute with Ohio; "Toledo War"
 - 2. First constitutional convention
 - 3. First State constitution
 - 4. First State officers
 - 5. Lucius Lyon and John Norvell
 - 6. "Frost-bitten convention"
 - 7. Upper Peninsula
 - 8. Michigan-Indiana boundary
 - 9. Western boundary
 - 10. International boundary
- XI. Michigan a State
 - 1. Admission to the Union; Michigan Day
 - 2. The "Boy Governor"
 - 3. Conditions and resources in 1837
 - 4. Churches and schools; Primary School Law
 - 5. Isaac E. Crary and John D. Pierce
 - 6. University and its branches
- XII. Some Costly Experience
 - 1. "Wild-cat" banking
 - 2. Plans for "public improvements"
 - 3. "Five Million dollar loan"
 - 4. "Hard times"
 - 5. "Political revolution" of 1840
 - 6. Abandonment of "improvement" schemes
- XIII. Settlement of Northern Michigan
 - 1. "Counties with Indian names"
 - 2. King Strang and the Mormons on Beaver Island
 - 3. First Upper Peninsula counties
 - 4. Copper and copper mining

5. Douglass Houghton
 6. Iron and iron mining
 7. "Soo" Canal
 8. Lake commerce
 9. Railroads
 10. Lumbering
- XIV. Michigan and Slavery
1. First legislative resolutions regarding slavery
 2. Crosswhite case
 3. Zachariah Chandler
 4. Birth of a new party at Jackson "under the oaks"
 5. Battle Creek and the "Underground railroad"
 6. Sojourner Truth
 7. Election of Abraham Lincoln
- XV. Michigan in the Civil War
1. Michigan's "War Governor"
 2. Response to President Lincoln's call for troops
 3. War legislation
 4. Michigan regiments
 5. Battles
 6. Roll of honor
 7. Michigan war poems and addresses
- XVI. Political and Social Questions
1. The "greenback" in politics
 2. Liquor question
 3. Equal suffrage
 4. Australian ballot
 5. Labor questions
 6. Constitution of 1909
- XVII. Commemoration of Important Events
1. Centennial of 1876
 2. Michigan's fiftieth birthday
 3. Michigan at the "World's Fair"
- XVIII. Notable Disasters
1. Forest fires
 2. Financial panics, 1873 and 1893

XIX. Industrial Development

1. Agriculture
2. Lumbering
3. Mining
4. Manufacturing
5. Immigration

XX. Transportation and Communication

1. Railroad building
2. Electric railroads
3. Telegraph and telephone
4. Press
5. Ship canals
6. Lake commerce

XXI. Penal and Reformatory Institutions

1. Prisons (Jackson, Marquette)
2. Industrial School for Boys (Lansing)
3. Industrial Home for Girls (Adrian)
4. Michigan Reformatory (Ionia)

XXII. Charitable Institutions

1. Michigan School for the Blind (Lansing)
2. Michigan Employment Institution for the Blind (Saginaw)
3. Michigan School for the Deaf (Flint)
4. State Public School (Coldwater)
5. Michigan Soldiers' Home (Grand Rapids)
6. State hospitals (Kalamazoo, Pontiac, Traverse City, Newberry, Ionia)
7. Michigan Home and Training School (Lapeer)
8. Michigan Farm Colony for Epileptics (Wah-jamega)
9. Sanatoriums (near Howell, and in Midland County)

XXIII. Educational Institutions

1. University of Michigan (Ann Arbor)
2. Normal Schools (Ypsilanti, Mt. Pleasant, Marquette, Kalamazoo)

- 3. Michigan State College (East Lansing)
- 4. Michigan College of Mines (Houghton)
- XXIV. Michigan in the World War
- XXV. Michigan Since the World War

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Vol. II—*Public Life of Zachariah Chandler*, by Wilmer C. Harris

Vol. III—*Historical Geography of Detroit*, by Almon E. Parkins

Vol. IV—*Political Parties in Michigan*, by Floyd B. Streeter

Vol. V—*Michigan Fur Trade*, by Ida A. Johnson—*Pere Marquette Railroad*, by Paul W. Ivey. (Out of print)

Michigan History Magazine, composed of lighter documents, papers, and studies, together with historical news of the State. Published quarterly. Free to schools, public libraries, and members of the Michigan Pioneer and Historical Society. Membership in the Society is \$1 a year.

Bulletins: Numbers 3, 5, 11, 12 are out of print.

No. 1—*The Michigan Historical Commission: Its inception, organization, administration and aims*

- No. 2—*Suggestions for Local Historical Societies and Writers in Michigan*
- No. 3—*A Sketch of Historical Societies in Michigan* (Out of print)
- No. 4—*Proceedings of the Michigan Pioneer and Historical Society*
- No. 5—*Names of Places of Interest on Mackinac Island* (Out of print)
- No. 6—*Nicolet Day on Mackinac Island*
- No. 7—*Lewis Cass Day on Mackinac Island*
- No. 8—*Prize Essays by Pupils of Michigan Schools, 1915-16*
- No. 9—*Prize Essays by Pupils of Michigan Schools, 1916-17*
- No. 10—*War Records of Michigan*
- No. 11—*Prize Essays by Pupils of Michigan Schools, 1918-19* (Out of print)
- No. 12—*Michigan Military Records* (Out of print)
- No. 13—*Michigan at Shiloh*
- No. 14—*Prize Essays by Pupils of Michigan Schools, 1919-20*
- No. 15—*Prize Essays by Pupils of Michigan Schools, 1920-21*
- No. 16—*Governors of the Territory and State of Michigan*

Miscellaneous Publications: Volumes numbered 1, 2, 4, 6-8 are out of print.

- 1. *Life and Times of Stevens T. Mason*, by Lawton T. Hemans.—To be reprinted in 1929.
- 2. *Memorial of the Life of Lawton T. Hemans* (Out of print)
- 3. *Michigan Bibliography*, by Floyd B. Streeter, 2 vols.
- 4. *Michigan Biographies*. 2 vols. (Out of print)
- 5. *Michigan in the World War: Military and Naval honors of Michigan Men and Women*, by Charles H. Landrum
- 6. *Life of William Dummer Powell*, by William Renwick Riddell (Out of print)
- 7. *State Control of Public Instruction in Michigan*, by George L. Jackson (Out of print)

8. *Michigan Under British Rule: Law and Law Courts, 1760-1796*, by William Renwick Riddell (Out of print)
9. *Messages of the Governors of Michigan*. 4 vols.
10. *Geological Reports of Douglass Houghton, 1837-45*
11. *Education in Detroit Prior to 1850*, by Sister Mary Rosalita

MAPS

THE BURKHART MICHIGAN HISTORY SERIES. By C. A. Burkhardt, Chicago, A. J. Nystrom Co., 1926.—This series of maps is handled also by the Michigan School Service Co., Lansing, separately, or in combinations, at varying prices.

It is a special pleasure to commend this series of maps to the schools of Michigan, since the office of the Michigan Historical Commission was active in helping to provide the data for their construction. The author of the series, Mr. Burkhardt, is a Michigan man, born and raised in Washtenaw County. He is a graduate of the Michigan State Normal College, and of the University of Michigan. For several years he was engaged in executive school work in Michigan, and is at the present time editorial director of the A. J. Nystrom Co., of Chicago, whose school supplies are well known to Michigan dealers.

There are four plates in the series, each containing a geographical base, with several maps to illustrate. In Plate No. 1, the geographical base is the "Old Northwest." The period of this plate reaches from the time of discovery to the establishment of Michigan as a territory in 1805. It shows Michigan as a part of the French Possessions from 1671-1763; a part of the English Possessions, 1763-1783; and a part of the United States, 1783-1805. The routes of the early missionaries and explorers are the most conspicuous feature of this plate. The routes of all the important explorers are shown, such as Champlain, Nicolet, Raymbault and Jogues, Radisson and Grosseilliers, Menard, Allouez, Marquette, Dollier and Galinée, Joliet, and La Salle. The locations of the important Indian families and tribes have been carefully worked out. All of the

important Jesuit missions and French forts are shown. Evidence of the Spanish flag having flown over Michigan is given in the capture of Fort St. Joseph. A series of old maps is given as insets to show how the geographical knowledge of the Great Lakes region gradually increased. These are the Jesuit Map of Lake Superior, 1670; Hennepin's Map of the Upper Lakes, 1704; Great Lakes Region of the d'Anville Map, 1755. An inset of Detroit and Vicinity at the Time of Pontiac, 1763, will be found very useful in connection with the study of the Conspiracy of Pontiac. The circular and rectangular forms of the Ancient Garden Beds are shown in another inset. The last inset shows the Northwest Territory and the states which were formed out of it with the dates of admission.

Plate No. 2 shows Michigan as a territory from 1805 to 1837. The main map shows the county organization in 1837. The date of organization of each county organized before 1838 is given, also the seats of justice of each organized county. The spellings of place names is taken from contemporary maps which differ considerably in many cases from modern spellings. This is particularly noticeable for the rivers. On this map are found the trans-territorial roads and the route of Governor Cass in 1820. The southern boundaries of Michigan as claimed by Michigan and as claimed by Indiana and Ohio are clearly given. Insets a, b, c, and d show the territorial extent of Michigan for the dates of 1805, 1818, 1834 and 1836. An interesting feature of these insets is that the counties lying wholly or partly outside of Michigan are shown. Inset e shows the organized townships in 1827. Inset f shows very clearly territory ceded by the Indians according to the ten most important treaties. Inset g is a reproduction of the Burr Map of Michigan published in 1831. It is particularly interesting to observe the shape of Lake Michigan and the Lower Peninsula as it was thought to be at that time. The route of the first steamship on Lake Erie, "Walk-In-The-Water," together with the ports of call are shown on inset h.

Plate No. 3 represents Michigan as a State from 1837-1860. The main map shows the county organization in 1860. The

dates of organization of the counties organized between 1837 and 1861 together with the county seats are shown. An interesting feature of this map is seen in the railroad lines which had been completed by 1860. The building of the railroads from year to year can be followed on the map as the date of the opening of traffic of each extension is given. All cities and towns are classified according to the population in 1860. The locations and dates of organization of all State and educational institutions are given. Many northern counties of the southern peninsula were given Indian names at the time they were laid out in 1841, but were renamed in 1843. The original Indian names are given in connection with the modern county names. Inset a is a reproduction of the Judd Map of Michigan published in 1824. This is the first map of Michigan showing actual surveys and represents only a few of the southeastern counties. Inset b is a reproduction of the map of Michigan in Tanner's Universal Atlas of 1841. This is a rare map and shows the original Indian names for the northern Michigan counties. The population of Michigan by counties in 1837 is given in inset c. There were many so-called "Underground Railroads" in Michigan just preceding the Civil War. These main routes of travel of the escaping slaves are shown on inset d.

Plate No. 4 represents Michigan as a State from 1860 to the present time. The main map is a modern political map of Michigan. Towns and cities are shown in seven grades of population. All steam and electric railroads and steamship lines are given. For this period the dates of the organization of counties, the county seats and the establishment of State and educational institutions appear. On this map also appears the extent of the forest reserves. Inset a shows the population by counties of Michigan in 1860. These are shown in five classifications. Inset b shows the population of Michigan by counties according to the census of 1920, also shown in five classes. Inset c is a reproduction of the Commissioner of Immigration Map for 1860. This is a very useful reference for Michigan at this date. It shows the railroads and county organization and

the location of all cities and villages. The table gives the population, the number of acres, the number of farms, the number of acres of improved land and other statistics for each county in 1880.

In preparing these maps Mr. Burkhart has done a considerable amount of special research respecting routes of explorers, location of Indian tribes, route of "Walk-In-The-Water," original place names, location of fur trading posts, seats of justice, original Indian names of counties, population of counties, 1837, population of towns and cities, 1860, railroad extension by 1860 and county seats in 1860.

A Manual has been prepared to accompany the maps, in which the author presents the story of Michigan where it has a definite geographical relationship.

Other maps of similar nature have recently been added to the series.

PAGEANTRY

A useful little bulletin on historical pageantry can be obtained free from the State Department of Public Instruction at Lansing. It is entitled "Project and Pageant for Rural Schools," compiled by George N. Otwell, Sup't. of Rural Education. Home geography, community history, and plans for constructive community work are emphasized, with suggestions to teachers for carrying out the projects.

TOURIST DATA

Up-to-date information of special value to tourists is furnished by the following organizations:

East Michigan Tourist Association, Bay City

West Michigan Tourist and Resort Association, Grand Rapids

Southeastern Michigan Tourist and Publicity Association,
Detroit

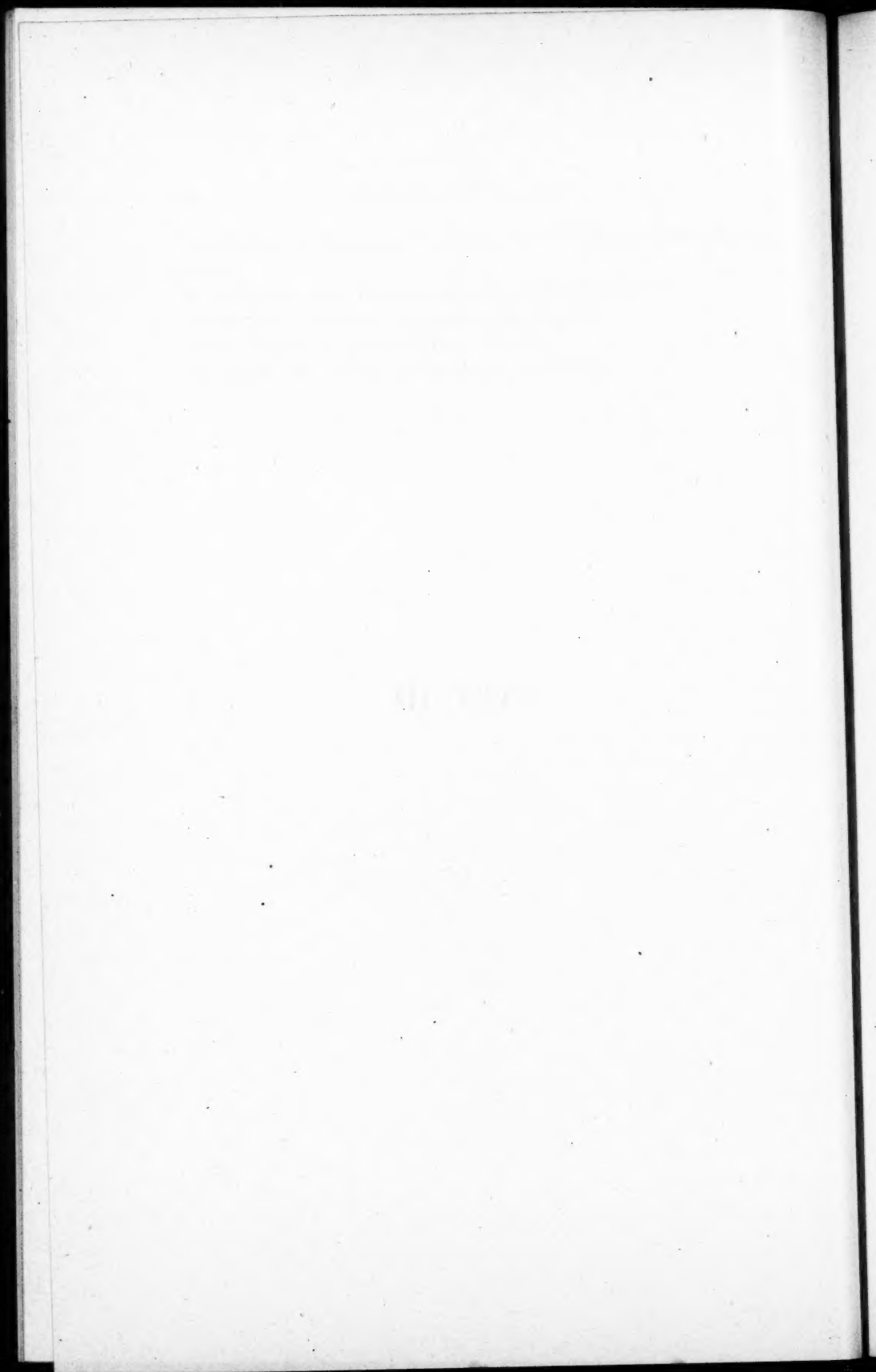
Upper Peninsula Development Bureau, Marquette

State Department of Conservation, Lansing

State Highway Department, Lansing

Michigan Historical Commission Lansing

PART III



A JUNIOR PIONEER LEAGUE

BY ELEANOR GRIFFIN MCNETT

WHO doesn't love a story, a story that sends delicious, little crinkly thrills running up and down one's spine? What average boy or girl isn't eager for stories of bears, "bobcats," Indians, hair-breadth escapes, "barn-raisin's," "corn huskin's", and other exciting events belonging to the old pioneer days?

Picture Grandmother,—placid, sunny, wrinkled Grandmother—as a slender slip of a young thing in her teens, white with terror, "back-firing" the virgin prairie sod. Picture her saving the barn, the stock, the hard-won home, from the fierce, devouring prairie fire, that dread of the old-time homesteader. Then imagine Father, as a baby asleep in the cradle, while miles away, yet in sight of those billows of flame which are rushing faster than a horse can gallop, rides Grandfather spurring his mount for dear life.

Then there is the story from the other side of the family. It tells us how Great Aunt Jerusha, alone in the house, with two of her family raving with fever, barred the door with her right arm, when a stalwart, six-footer of an Indian, who had taken too much fire water, demanded admittance. He apparently appreciated her courage, for he finally grunted "Heap brave squaw," and solemnly stalked away. Next day, a fine, plump pheasant lay on the door step. Wasn't that chivalry?

Yes, indeed, we all, old or young, love a good story, and a really good story will bear retelling. We like also to see the place where something out of the ordinary has happened, where brave deeds were done, and we like to steep ourselves in the atmosphere of the scene. The pressure of modern life is so swift, we Americans live so much in today, that the yesterdays are often forgotten. The builders of the yesterdays are fast dropping out of the ranks, the dear, old white-haired Grandfathers and Grandmothers, who laid the foundations of present achievement.

Now, why wouldn't it be a bright, splendid idea to form a Junior Pioneer League, in which every cross-roads, village, town and city in your county might participate, a lively, up-to-date society of boys and girls, to dig and delve in clean garrets and among musty boxes and barrels, in dusty attics, and neglected barn lofts. Precious kernels of information, respecting the dress, manners, customs and happenings of the past, may be gleaned from mildewed pamphlets, yellow stained newspapers, and old family letters, written when correspondence was one of the polite arts, and gentle leisure had sway.

Busy, helpful little pioneers, with love's divining rod, probing the springs of information, that lie deeply buried under the crust of years, in the memories of the old residents. High time, ere the "silver cord be loosed," and the important fact, the keystone of the arch, the missing link to correct error and complete the chain of history, be lost forever.

Some old pioneer can tell you when the town was first surveyed, and who gave the streets their names, and why. You never thought of that before. Just look at the map of your own state and run over the names of the counties. It will set you thinking.

To Schoolcraft, who loved the Indian character, we owe much. More than any other writer, he tried to perpetuate the memory of the aboriginal, first settlers, and to him is due the fact, that many of the counties of Michigan rejoice in fitting, melodious Indian appellations.—"Shi-a-was-see, Leel-an-au, Os-ce-o-la, Ot-ta-wa, Mus-ke-gon." Can you not fairly hear the murmuring Mus-ke-gon, rippling through the forests of aromatic pine, spicy hemlock and drooping tamarack, to its goal among the yellow sands of the "shining, big seawater" of Lake Michigan?

The liquid, musical vowels weave pictures of limpid pools, where the trout rise to the fly; and of sylvan shades where the deer lurk at noon; and of the simple life of the native children of the soil.

Now, if you are an inquisitive, little Wolverine, you may ask why seven of our counties have names with a flavor of the

Emerald Isle? Oh, that's easy, when you know! 'Twas a broth of a boy from the ould sod, filling one of the seats of the mighty, that plucked opportunity by the horns. Emmett, and the home-land, are perpetuated forever among the lake sown, pine forests of the Peninsular State.

Do you realize that the land which comprises the State of Michigan, has paid allegiance to the flags of four foreign nations? For besides the lilies of France, and the cross of St. George, and the Stars and Stripes, the proud Spanish flag once floated over old Fort Saint Joseph. The patriotic women of Niles, have commemorated this historic spot by a huge boulder. Do you know that the very farm on which you live may be recorded on the quaint parchment deeds of the great land grants, once owned by lords and ladies of high degree?

Junior Pioneer League! Doesn't it sound quite as grand and grown up, as the "Old Pioneer Boys," who have their anniversary dinners, suppers and picnics. They—these old pioneers—are quite set up and top-loftical. Well—they had their time of rough sledding, bumping out of the sloughs, over the corduroy roads, following the blazed trails.

Here is a grace, said when three, hungry, home-seekers, after an all day's tramp, stopped at a rude, log tavern at Yankee Springs in "36."

"Here we are, three of us,
Only pork enough for two of us.
Thank the Lord, there are no more of us!"

Meekly, and humbly, you must comport yourself, when you are told—"Nothin' happens nowadays like the good, old times," Why, youngsters, things don't taste as they used to do, out of the old brick oven;—pan-dowdy, for instance;—and there's no biscuits like those baked over hot coals in a skillet!

We understand! The zest of hunger is lacking,—the zest that came from swinging the axe and ploughing the furrow;—that piquant sauce that no culinary triumph of the chef can equal. If you ever have a chance to listen, when these same

Old Boys foregather, to compare notes, you'll have more fun to the square inch, than you ever dreamed of.

Now, if you go to school at "Miller's Centre," and there is another nice, little, red school house, with a flag floating over it, at "Miller's Hill" or "Trout Run," or "Salt Hollow," be neighborly. I once knew a distinguished army officer, who averred he never passed a little, country, red school house without taking off his hat—for the power of it, the far reaching influence. Still wider opportunities are offered today by the opening of these red school houses, as social centers.

Exchange your stories—exchange your old pioneers. Find out all about your state flower—your state cognomen—your state motto. Live up to your privileges. Why at these meetings you can brush up old ideas and find new ones thicker than blackberries in August. Wind up with patriotic songs. The more you realize what your forebears have been through, the prouder you will be of your heritage, as a live, growing young American.

You can surely coax some "Old Sargent Tim," or "Abe Martin" to tell of their personal experiences in the Civil War, even if they are a bit shaky on their pins. You youngsters, whose homes are near the scenes of where Indian battles have been fought, can be on the qui vive to write of these by-gone happenings of intense local interest. Qui vive, means, Johnny-on-the-spot. Then, when you wear a muffler, and sport a cane, and lose your spectacles, you can pass this information on to the curly heads that plead with you for "A true war story, please, Grandfather."

Practically unchanged in movement, identical in form, Indian legends descend from generation to generation. Word for word, gesture for gesture, they are repeated by the medicine man, or the wise, old woman, by the camp-fire. Like children, the race loves to hear the same tales over and over and over again. In the same manner, the folk-stories of the Hindoos, Arabs, Egyptians, the lurid myths of the Scandinavian world—the motifs of the Wagner Operas—and the darky dialect

tales "Br'er Rabbit" and his kin have come down unchanged to our day.

There's no time to lose, begin right away, the work of organizing an energetic, wide awake, Junior Pioneer League. Call a meeting for next week. Elect a President, a Secretary with the pen of a ready writer, and a Treasurer.—Don't swamp the society with officers,—someone might ask, "Where are the privates?" Make the dues small. An initiation fee of ten cents, and weekly dues of three cents will be plenty, and they are to be applied to the needs of your own chapter. You will have donations later. Just show what you are made of. Maybe Mother will let you have a fudge frolic, the first meeting, just to break the stiffness and make everybody feel acquainted.

Then do a little practical work. Find out how far into the past the titles of your land and that of the adjoining homesteads extend, and whether there are any interesting facts connected with previous ownership. Inquire as to who laid out your own street and gave it a name,—that street in front of your house, that you have ridden up and down a hundred times in your auto, on your bicycle or on shank's mare, without giving its history a thought. Logically, the local history, sectionalized, of village, town, city, county and state will follow.

Won't it be just a splendid thing to do! Think of the material for school essays ready to hand! You know how you rack your brains sometimes for a theme. Of course you will be painstaking and try to use very correct English, and cultivate neat and legible handwriting. Be very polite, too, in interviewing your elders. This will be an excellent preparatory school for future journalists and reporters.

Why not plan an Old and Young Settlers' picnic, or a Harvest Home, or a Mid-Winter entertainment when the farm folks have time, and the evenings are long? Of course, we want a rousing Fourth of July program for 1915, the day of days, for Young America. Why, the Junior Pioneer League can furnish material to insure a sane Fourth that will make everybody wake up.

Oh, that glorious Fourth of July proposition! It is one long string of possibilities. And bear in loving remembrance the old residents, sometimes poor, sometimes neglected people, who passively see the young generation have good times, but are often left out.

Your Secretary must be provided with a large, blank book for enrolling the list of members, for keeping records of meetings and for preserving old-time stories and odd bits of information. He will become so interested that the first thing he knows the book will be full. He will just have to buy a new one. Perhaps sister Mary or Ellen, may be elected Secretary instead of Tom or Ned.

A badge? Why wouldn't a little, blue rosette be just the thing? Blue signifies truth. And the truth of things is what we would gather from the old pioneers.

Archives? Yes, it would be a good idea to set apart a shelf or cupboard, exclusively devoted to the interests of the new Junior Pioneer League. Later, valuable relics may be bestowed upon a prudent, care-taking society. Someone may lend an unused room. When an enterprise of this kind gets started, it is like a big snow-ball rolling down hill. It will gather ideas, help, praise, by the way. Only snow-balls melt in summer. Conserve yours, with an ice cream festival on the "Fourth."

Just the other day, the boys and girls of Ionia, Michigan, under the direction of their teachers, did noble work along this line of pioneer research. They brought to life again the founding of the city, which took place eighty years ago. A most interesting festival for awakening local enthusiasm, portrayed in six scenes the passing of the aborigine and the progress of civilization. They were given an open air setting on the Union School lawn and were as follows: Scene 1, Indian Village; Scene 2, Trading Post; Scene 3, Coming of the White Man; Scene 4, Pioneer life; Scene 5, Pioneer District School; Scene 6, Old Fourth of July. Such a program could be duplicated in every town.

For an "Old Pioneer" winter evening entertainment, have a stage fitted up as an old fashioned kitchen. Find a crane if

possible. Light the scene with brass candle sticks on the mantel, and have a pair of bellows handy. Place some old pewter on the sideboard and some of the old blue and white dishes, will lend a festive air. Most interesting relics could be gathered together for the occasion by energetic Leaguers. It would add greatly to have those taking part dressed in old fashioned costume. Don't forget a Grandmother at her spinning wheel, with her foot on a wooden cradle. Here's hoping to the new Junior Pioneer League.

FIFTY QUESTIONS ON LOCAL HISTORY

1. What Indian tribe originally inhabited your county?
2. Where were the Indian villages, and why there?
3. What important Indian trails cross your county?
4. What other reminders of Indian occupation can still be seen in your county?
5. Did you ever open an Indian mound? Why should not relics be taken from these mounds except by experts?
6. How did the white settlers get along with the Indians in your county? Why and how did the Indians disappear?
7. What stories, myths, or legends do you remember that are associated with these Indians?
8. What places associated with the Indians in your county are worthy of being permanently marked?
9. What Indian reservations, if any, have been made at different times in your county? What reservations are in or near your county now?
10. What were the largest villages or cities near your county when it was first settled?
11. What special advantages had your county to attract settlers?
12. What rivers of your county have been of most use to settlers, and how?
13. What are the chief things to note about the climate, surface, soil, and products of your county?
14. How does your county compare in these respects with neighboring counties?
15. What kinds of trees are found in your county?
16. What Indian treaties have affected the land contained in your county?
17. When were the lands of your county first surveyed?
18. At what land offices have the lands of your county been entered?

These questions will be found suggestive for paragraph writing in English classes. Combinations of the questions may be useful in theme writing.

19. Do you know of any notable cases in which land titles in your county have been disputed?
20. Has your county witnessed any notable improvements of harbors, rivers, roads, canals, and railroads? Where, when, and to what extent?
21. Where and what are the chief manufactories of your county?
22. When and where were founded the first banks in your county? Who were the first bankers?
23. When was your county organized? Earlier or later than neighboring counties?
24. What were the names and boundaries of the first townships in your county?
25. Name the present townships of your county.
26. What is the origin and meaning of the names of your county, townships, cities, and villages?
27. When and where was the first settlement made in your county? Why there? By whom?
28. Who were the first officers of your county?
29. Has your county had any "paper cities"? Where? When? Who promoted them?
30. What is the population of your county now? Greater or less than that of neighboring counties?
31. In what part of your county is the population greatest? Why?
32. Can you give the number of bushels of each important cereal raised in your county last year?
33. Are people from any particular State of the Union more numerous in your county than from other States?
34. What nationality are the foreign-born of your county? Has this always been so?
35. Have there been any social or religious colonies in the settlement of your county?
36. Is any part of your county especially backward in growth? Why?
37. Who are the noted men and women in the history of your county?

38. Describe the social gatherings and amusements of pioneer days in your county.
39. Compare the old and new household furniture and utensils.
40. What was the first spot to attract settlers in your township? Why? Who were the settlers? Where from?
41. What was the date of the first store in your township? First postoffice? First frame house?
42. Where and when was the first village platted in your township? What name, and why?
43. Where were the first schools established, and who were the first teachers?
44. What were the first churches, and who were the ministers?
45. Who were the first doctors in your township? First lawyers?
46. Where was the first mill in your city or village?
47. Do you know any way in which the settlement of your township was influenced by a stream, Indian trail, lake, spring of water, marsh, high hill, dense forest, specially open land, or other physical characteristic?
48. What sites of historic interest in your village or city are worthy of being permanently marked?
49. What important events in your county's history are approaching a quarter or semi-centennial?
50. What books, pamphlets or articles have been published about the history of your county?

SCHOOL HISTORY CLUBS

THE Michigan Historical Commission some time ago conceived the idea of interesting pupils of the seventh, eighth, and ninth grades in the study of local Michigan history through School History Clubs. The Department of Public Instruction heartily endorses the plan and urges teachers to give credit in history and English for all creditable work done by such clubs.

The organization of a Local History Club is very simple. The teacher may act as chairman or president. There need be no other officer unless, for the sake of experience, the teacher wishes the pupils to take turns as secretary. The pupils work through committees, named below, two or more pupils serving on a committee.

The work of organizing the club and getting it under way should be done in one or two regular history periods. Later one class period a week should be devoted to reports of the committees to show progress. Fair and good-natured competition among the committees should be encouraged for results in more and better work.

The work of all the committees listed below refers to the earliest history of the locality. For instance, under 7, *Important Personages*, it is planned to get the names of the first doctor, teacher, minister, etc., of the locality, together with facts connected with his work in the early days. The committee working on lumbering under 5, *Early Occupations*, should discover the kinds of trees that were first lumbered in that community, obtain descriptions of early lumbering camps, means of transporting the logs, etc.

The size of the locality to be studied should be determined by the teacher. Some schools will be able to study an entire county or township, while others may have to confine their study to their own district.

The sources for this material will be old newspapers and magazines; church, school, and legal records; stories and

reminiscences of the oldest people in the community; county Histories and other local writings.

Each committee should make a written report of all the information that it is able to obtain on the topic chosen. It is better to have this work written each week, rather than to have it all done at one writing after several weeks' work; it makes good material for composition work. Arrangements should be made to have the reports of the committees published in the local newspapers if possible, since it gives students an incentive to prepare their reports well, and when carefully done such material is of interest to many readers.

Committees

1. Early Setting

Indians—legends, customs, costumes, etc.

Animals

Waterways

Natural advantages

2. Pioneers

Nationalities

Customs

History of, through

Cemetery records

Marriage records

Death records

Birth records

Township records

Church records

3. Names of—when given, why, etc.

County

Township

City or village

Settlements

4. Early Improvements

Roads—corduroy, plank, saw-dust

Railroads and electric lines

Public buildings

- Mills—grist, saw, woolen
- Schoolhouses
- Churches
- Bridges—covered, floating, ferries
- 5. Early Occupations
 - Lumbering
 - Farming
 - Spinning and weaving
 - Fur trade
- 6. Early Social Life
 - Logging bees
 - Husking bees
 - Quilting bees
 - Barn raisings
 - Spelling matches
 - Singing schools
 - Donation parties
- 7. Important Personages
 - Officers
 - Soldiers
 - Authors and celebrities
 - Ministers
 - Teachers
 - Doctors
 - Editors
- 8. A List of Present and Past Industries of the Locality
(Growth and development of one of them)
- 9. Collections of Pictures and Clippings of Early History.

PRACTICAL HINTS FOR LOCAL HISTORICAL WORK

IN awakening folks to the social and civic value of local history there is an initial advantage in the popular interest in "old things." Common to all of us is the collecting instinct, and this private interest may be directed naturally to group action through the historical society aided by the local press which of course is always ready to encourage and publish results of interest to readers.

Good starting points are the individual homes. Attics and neglected corners have been found to yield surprising "finds" even to their owners. Time may be pleasantly spent exploring for old letters, diaries, account books, scrap books, photographs, relics of all sorts illustrating manners and customs of bygone days. The farm, the shop, the mill, the tavern, and other places contain objects to aid the imagination in reconstructing the past to the end of a more profitable study and appreciation of the present.

A collection of such objects is specially valuable in places where there have been radical changes, as from lumbering or mining to agriculture, or where new industries as dairying, beet growing or fruit culture have been added, or where there have been radical changes in the methods of these industries.

Objects, pictures, drawings, illustrating public utilities such as ferries, bridges, sewerage, water supplies, fire protection, parking, military defense, jails, are instructive for citizenship and worthy of preservation.

Especially worth collecting are publications of the local press—newspapers, periodicals, journals, public ordinances, reports of clubs and organizations, books and pamphlets by local talent, and clippings about the community issued by the outside press.

Archeological and ethnological remains have strong interest for most people. Indian trails, sites of Indian villages, planting grounds, battles, graves, can still be identified. The romance surrounding the Indian nourishes interest in locating these sites accurately. Many counties contain unidentified

mounds and deposits of Indian tools and weapons. These should be preserved and charted.

Young people especially are interested in the story of the Indian and in collecting Indian relics of the neighborhood. The romance of early Michigan in all of its phases can not fail to make a strong appeal if vividly presented. Fortunate is the child whose teacher is a skillful story teller and loves to tell stories to children!

For such work the life and customs of the Indians, the heroic struggles of the missionaries, the exploits of *voyageurs* and the furtraders, the glamour of military posts and the mystery of wild nature in the background make a maze of material for Michigan. Early life on the Michigan farms is little less romantic. The volumes of the *Michigan Pioneer and Historical Collections* abound with this material from cover to cover. These 39 volumes should be in every school, and in every library accessible to the public. Teachers will find them handy to read from if they are not specially skillful in telling the story. It is an exceptional class that will not ask for more, and it is the exceptional child that will not carry home to parents some account of the stories as well as interest in the volumes from which they are read or told. Teachers may be a strong influence in developing interest in the community life which leads to organizing or strengthening the local historical society. In the upper grades these materials are suitable for English exercises. To write up an interview with a pioneer is a practical exercise, and these interviews may furnish a tolerable historical sketch. This correlation of English and History develops skill in English, stimulates historical inquiry, and encourages intelligent patriotism of strength for the historical society as years go by.

A natural ally of the historical society is the public library. A large opportunity is here open to stimulate interest in local history. Besides furnishing historical reference books for the background of State and national history, many libraries have set apart a room to receive and display Michigan material, especially museum collections, obtained by gift or loan.

The museum is coming to be recognized as a very useful extension of library work. A noted museum worker says, "The museum cultivates the powers of observation, and the casual visitor even makes discoveries for himself, and, under the guidance of the labels, forms his own impressions. In the library one studies the impressions of others. The library is most useful to the educated; the museum to educated and uneducated alike, to the masses as well as to the few, and is a powerful stimulant to intellectual activity in either class. The influence of a museum upon a community is not as deep as that of the library but extends to a much larger number of people."

The popular interest in museums and its wide value to the people certainly warrant local libraries in gathering and maintaining a museum collection. People will consent to maintain what appeals to their interest. Some libraries have enlisted the interest of prominent families by encouraging loans to the museum.

A good museum is an important educational supplement to the schools, when visited by the pupils in charge of their teachers. Popular lectures based on the exhibits, delivered in the evenings by teachers, prove always a means of stimulating interest.

It is small argument against the local museum that it is miscellaneous in character and comparatively insignificant for the student of history beside books. The same argument would apply to all local institutions. Indeed the local museum should be kept typically local in character, its purpose being to exemplify the fauna, flora, geology, archeology, furniture, utensils, books, weapons, dress, ornaments, of the community. Much of this material will be lost to the community unless the private collections are solicited and placed thus in safe keeping.

There should be, undoubtedly, discrimination exercised as to the articles accepted for such a display, and on the other hand rare objects needing fireproof housing, also objects of statewide importance, might well be sent to the State Pioneer Museum at Lansing.

In cities the public library should supply sufficient funds to make the museum artistically attractive. Proper space, light, cleanliness and restful colors are essential to the effectiveness of a museum.

Museum objects should be properly classified and arranged according to their relationships, each with an appropriate setting. Modern cases of steel and glass, with glass shelving, should be used where possible. Printed or typewritten labels should be placed on each object, giving its name, donor, history. When the collection has grown to some size, visitors appreciate having a printed pamphlet containing brief accounts of the different objects, classified and referred to by number so that they can find at once objects in which they are most interested.

A museum so equipped may serve not only for culture and amusement, but for study, research, technical instruction, and the spirit thus developed will work directly towards the support of a live historical society.

An important activity for the historical society is the appropriate marking of historic sites and the celebration of historic events. No one thing contributes more directly to historic consciousness than the bestowal of honors upon the old landmarks.

To meet the expense of local historical work the state legislature has provided that any county may raise by taxation a sum not to exceed \$400 in any one year. Obviously this work could be carried on independently of historical societies, and is carried on by D. A. R. chapters and women's clubs in some counties by aid of money thus raised. The laws are as follows:

STATE LAWS RELATING TO LOCAL HISTORY

(Public Acts 1917, No. 279)

Wasson 1917

An Act to authorize boards of supervisors to appropriate money for the marking of historical places within their respective counties.

The People of the State of Michigan Enact:

Section 1. The board of supervisors of any county in this State is hereby authorized to appropriate any sum not exceeding two hundred dollars in any one year, for the purpose of marking of historical places in their respective counties and for the erection of monuments or other memorials in commemoration of notable events connected with such counties. Such money shall become a county expense and shall be included in the taxes of such county.

Approved May 10, 1917.

(Public Acts 1919, No. 254)

An Act to authorize boards of supervisors to raise money for the collection and publication of historical material bearing upon their county and to foster the historical interests thereof.

The People of the State of Michigan Enact:

Section 1. The board of supervisors of any county in this State is hereby authorized to raise and appropriate a sum not exceeding two hundred dollars in any one year for the purpose of collecting or publishing historical materials bearing on the history of the county and for the fostering of any movement tending to further the historical interests of the county.

Approved May 12, 1919.

SUGGESTIONS FOR SCHOOL HISTORICAL PROGRAMS AND MUSEUMS

BY O. W. MOSHER, JR.

(Formerly of Battle Creek College)

AMONG the excellent means for getting young people interested in history in general and in Michigan history in particular are school historical exhibitions and the creating of school collections to help illustrate the different fields of history by the use of relics of the past. The following are suggestions for such programs, indicating where such relics may be procured and the proper literature for giving an adequate talk concerning them.

A PROGRAM

For a program on Michigan history it is easy to procure evidences of aboriginal occupancy in the form of arrow heads, axe-heads of stone and the like. An effective presentation of the subject could be given by one of the students showing how these were made, by actually illustrating the process, by knocking off pieces of flint rock and shaping the arrow-heads by flaking them along the conchoidal fracture of the stone. In other words the entertainer would make a rough arrow head and explain the process. The manner in which axe-heads were constructed by pounding two pieces of rock together until the proper shape was obtained could be illustrated, and following would be description of how the trees were cut down with stone axes, by first applying fire to the tree and then using the axe to chop away the charcoal until the tree fell.

To procure the necessary literature for such a description the Bureau of American Ethnology's Bulletin No. 30, familiarly known as "The Handbook of the American Indian," is most valuable (2 volumes). It can usually be procured through the District Congressman. Hinsdale's "Primitive Man in Michigan," printed by the Michigan University Press, is valuable for this subject also. In giving such a program

it is well for the pupil to trace development along certain lines, such as the development from the Indian maul to the modern axe—the development of the projectiles, such as slings, bows and arrows, cross bows and battering rams, to the modern gun.

— 2 —

Continuing the program,—as we all know, the history of Michigan is most romantic—the early days of the forts at Old Mackinaw and St. Joseph are full of interest. It is possible usually to find a few old relics of frontier days in private collections—old letters, historic maps, gun flints and the like. A number of books can easily be procured to assist in preparing descriptions of these early times.

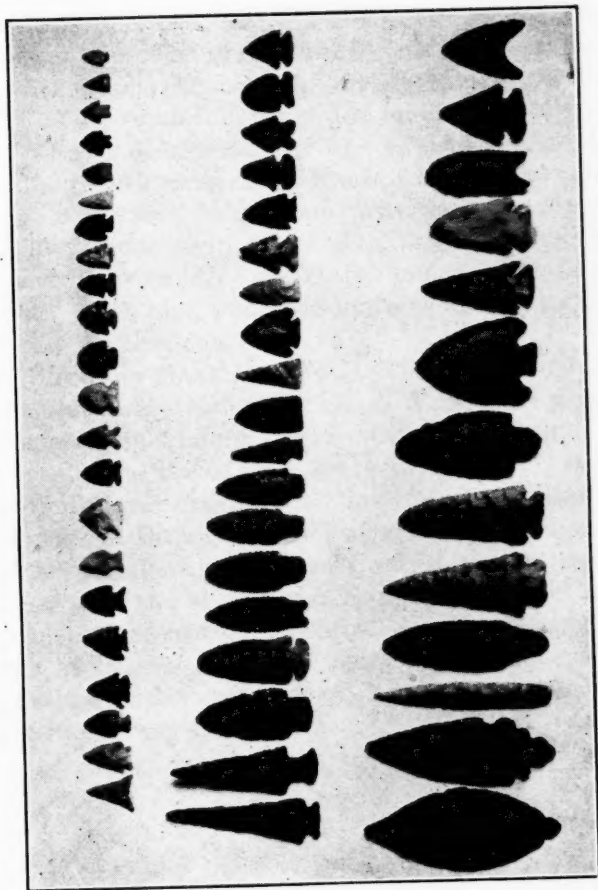
The following works are very helpful: 1. Lang, "The Silver Island of the Chippewas." (Story of Isle Royale). 2. The Michigan Historical Collections. 3. The Michigan History Magazine. 4. Clyde Ford's "Sandy McDonald's Man," a tale of the Mackinaw Fur Trade. 5. The Story of St. Joseph Fort, by the same author. (These works by Mr. Ford are published by the Michigan School Service, Lansing). 6. Johnson, Ida A., "The Michigan Fur Trade," published by the Michigan Historical Commission.

— 3 —

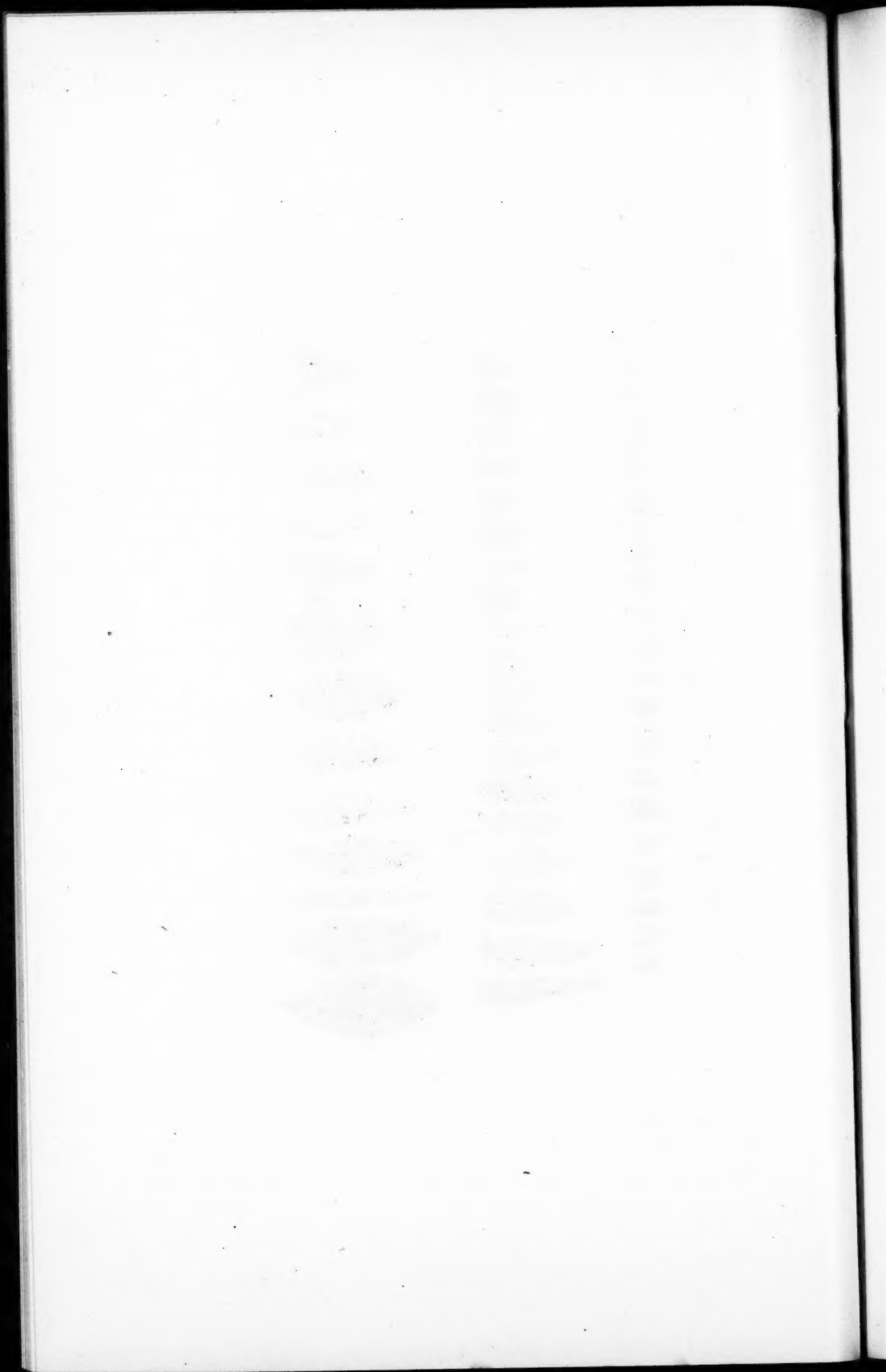
A most interesting illustrated talk could be made concerning Indian music of the Chippewas and Potawatomis of this region. Anyone who can play the piano or violin could play the airs and it is easy to see what instructive results might be produced in the way of costuming and singing the music.

For the Indian music, Densmore's "Chippewa Indian Music," Bulletin No. 53 of the Bureau of American Ethnology, should be obtained.

In order to procure historical exhibits, the Smithsonian Museum at Washington has an arrangement by which many interesting specimens may be acquired simply by paying for



A few arrowheads and spearheads representative of the collection
in the Michigan Pioneer Museum



the express and packing. If there is plenty of enthusiasm a school may get together many relics through exchanges and gifts. In order to illustrate the life in the early part of the 19th century a unique and amusing collection might be obtained from interested settlers—a collection similar to certain exhibits to be seen at the Chamberlain Museum at Three Oaks, in Berrien County. Such delightful suggestions for early local history as the following would add much to the school collection:—whisker-combers, butter and sausage presses, turn-keys for pulling teeth, sconces, steelyards, corn huskers, pill-makers, boot-hooks and boot-jacks, wool cards, pocket and foot stoves, sap spiles, candle-snuffers, tuyeres, sand shakers, ox shoes, frows, bullet molds, gun-flints, niddy-noddies, bedstead wrenches, lynch pins, puncheon lanterns and conk shell dinner horns, tar buckets, etc., etc.

For literature on such material Clifford's "The Junk Snappers," published by Macmillan Co., N. Y., and the pamphlets of the Chamberlain Museum at Three Oaks would help.

In conclusion, almost everyone loves to help out the younger generation in encouraging their interest in historical matters. The Extension Division of the University of Michigan, the different historical societies, county and local, and the valuable museums here and there throughout the state will often help by furnishing speakers. The Michigan State Historical Commission at Lansing is always ready to give assistance and I might add that the author of this brief sketch will be pleased to help in any way that he can.

CONSTITUTION FOR A COUNTY HISTORICAL SOCIETY

ARTICLE I

NAME

We, the undersigned persons, interested in the history ofCounty, by these articles associate ourselves under the name of The.....County Historical Society.

ARTICLE II

MEMBERSHIP

Sec. 1. Any person who is interested in the history of this county and of the State of Michigan may become an associate and active member of this society on payment of an entrance fee of fifty cents.

Sec. 2. Active membership may be retained after the first year by the payment of ——— annual dues.

Sec. 3. Honorary or life membership, as a recognition of eminent service rendered to the society, may be conferred upon any of the society's members by a vote of two-thirds of the members present at any regular meeting, due notice having been given of the intended action.

ARTICLE III

PURPOSE

The purpose of this society is to aid in the discovery, collection and preservation of every variety of material illustrative of the history of this county and of Michigan: such as letters, diaries, journals, memoranda, pioneer reminiscences, newspapers, account books, school and church registers, commemorative addresses, genealogies and biographies, photographs, pictures and paintings, aboriginal relics, material objects illustrating the life of pioneers, maps, histories and records of the county and of its cities, towns, villages and institutions.

ARTICLE IV

DEPOSITORY

The depository of this society for all of its collections shall in the beginning be in the city (or village) of, but may be changed by a majority vote of the members.

ARTICLE V

MEETINGS

Sec. 1. The annual meeting of this society shall be held at on the day of in each year, at o'clock.

Sec. 2. In case of failure to held the meeting at such time the same may be held at any time at such place on ten days' notice, to be given by the President, Secretary, or by any five members of the society.

Sec. 3. Such notice may be given by publishing the same in any newspaper printed and circulated in this county at least ten days before such meeting, or by sending a copy thereof by mail to each member of the society to his postoffice address as the same shall appear upon the records of the society.

Sec. 4. Special meetings may convene at any time for any purpose upon notice given in like manner.

Sec. 5. A quorum for the transaction of business at an annual or special meeting shall consist of at least one-fifth of the enrolled active membership for the year current.

Sec. 6. A majority vote of all present and voting on any question shall control.

Sec. 7. Notice of all meetings of the society shall be mailed to the Secretary of the Michigan Historical Commission, Lansing, at the same time notice of such meeting is given to the members of the society.

ARTICLE VI

OFFICERS

Sec. 1. The officers of the society shall be a President, Vice President, Secretary, Treasurer and Historian.

Sec. 2. These officers shall be elected at the annual meeting each year, or in case of failure so to elect then at any other regular meeting.

Sec. 3. All officers shall hold office for the period of one year or for the remainder of the period of one year from the date fixed for the annual meeting of the year, and until their successors shall have been elected and shall have duly qualified.

Sec. 4. The five officers so elected shall constitute a Board of Directors who shall, as such Board, manage the business of the society, subject to such regulations and restrictions as may from time to time be prescribed or imposed by the society at any regular meeting of its members.

Sec. 5. At each annual meeting the society shall elect a Corresponding Secretary for each township of the county, whose duty it shall be to report to the Secretary such matters as may be of use to the society.

ARTICLE VII

DUTIES

Sec. 1. The duties of the President, Vice President, Secretary and Treasurer, shall correspond to those usually imposed upon such officers in societies of like nature, and special duties may be imposed upon any of them by the society or the Board of Directors.

Sec. 2. It shall be the duty of the Historian to take proper care of all collections of the society, to aid and counsel with historical writers among the members of the society, to foster the historical spirit in the membership at large, and to make frequent reports thereof, and of the needs of the society, to the Secretary of the Michigan Historical Commission.

ARTICLE VIII

MEETINGS OF THE BOARD OF DIRECTORS

Sec. 1. The regular meetings of the Board of Directors shall be held on the first.....in January, April, July and October of each year, and at such other times as may be provided in the by-laws.

Sec. 2. Special meetings of the Board may be held at any time on three days' written notice by mail to each Director, which notice may be given by either the President or Secretary.

Sec. 3. At any meeting of the Board three members shall constitute a quorum, but it shall require the support of a majority of the full Board to carry a motion or adopt a resolution.

Sec. 4. The President of the society shall act as chairman of the Board and the Board shall convene at his call.

ARTICLE IX

DISPOSITION OF COLLECTIONS

Sec. 1. Upon the acquisition by the society of any document or article of historical value, its disposition, subject to any restriction placed thereon by its donor or donors, shall be under the direction of the Board of Directors.

Sec. 2. In case any such document or article be not preserved in the locality of the society, then the same shall be tendered to the Michigan Historical Commission at Lansing.

Sec. 3. In consideration of assistance proffered by the Michigan Historical Commission in the prosecution of the work of this society, and because of the society's interest in the work of the Commission, it is hereby provided that in case the society fails in three consecutive years to have a quorum at its annual meeting, which shall be interpreted as the cessation of an effective working organization, then all articles and things belonging to it shall become the property of the State of Michigan, and, subject to the approval and acceptance of the Michigan Historical Commission, shall pass to the State and be in charge of said Commission.

ARTICLE X

AMENDMENTS

This constitution may be amended by a majority vote of the members present at any annual meeting or at a special meeting called for that purpose, notice of such intended action

having been given in each case in writing to each member at least thirty days before such meeting.

IN TESTIMONY WHEREOF we have hereunto set our hands and respective post office addresses on the date set opposite our respective names.

NAME	ADDRESS	DATE
.....
.....

etc.

BY-LAWS OF THE COUNTY HISTORICAL SOCIETY

I

MEMBERSHIP

Editors of newspapers who give the society the service of their papers to record notices and reports of meetings may, at the discretion of the society, be made life members in the same manner as provided in the constitution. On payment of \$15 or on receipt of papers or articles valued by the society at \$15, any person may become a life member of the society.

II

BOARD OF DIRECTORS

The Board of Directors shall represent and act for the society during the interim between meetings of the society, but any action of the Board may be rescinded at any annual or special meeting of the society. No indebtedness shall be incurred by the Board greater than can be met by the unappropriated moneys at the time in the hands of the Treasurer except by specific authority of the society.

III

TREASURER

The Treasurer shall disburse no funds of the society except by order of the society or the Board of Directors, and shall

make to the society at its annual meeting an itemized report of all moneys received and disbursed during the year current. No bills shall be paid by the Treasurer which are not signed by the President of the society.

IV

CURATOR

A Curator may be appointed by the society to arrange, catalogue, and preserve the collections of the society in accord with rules which the society shall make. At the regular meeting of the society the Curator shall make a report of all acquisitions made by the society during the year current, and shall give such information about each paper or thing as shall be deemed of value. A like report shall be made of all papers or things missing from the collection during the year. These reports shall be transmitted by the Secretary or Historian of the society to the Secretary of the Michigan Historical Commission.

V

ELECTIONS

The election of officers of the society shall be by ballot unless otherwise decreed by majority of all members present and voting.

VI

STANDING COMMITTEES

The standing committees of this society shall be
.....
whose duties shall be as follows:

VII

ORDER OF BUSINESS

At the annual meeting of the society the following shall be the order of business: (1) Minutes of the previous meeting;

(2) Report of the secretary; (3) Report of the treasurer; (4) Report of committees; (5) Unfinished business; (6) Social recess; (7) Election of officers; (8) New business; (9) Addresses and papers; (10) Adjournment.

VIII

SOCIAL

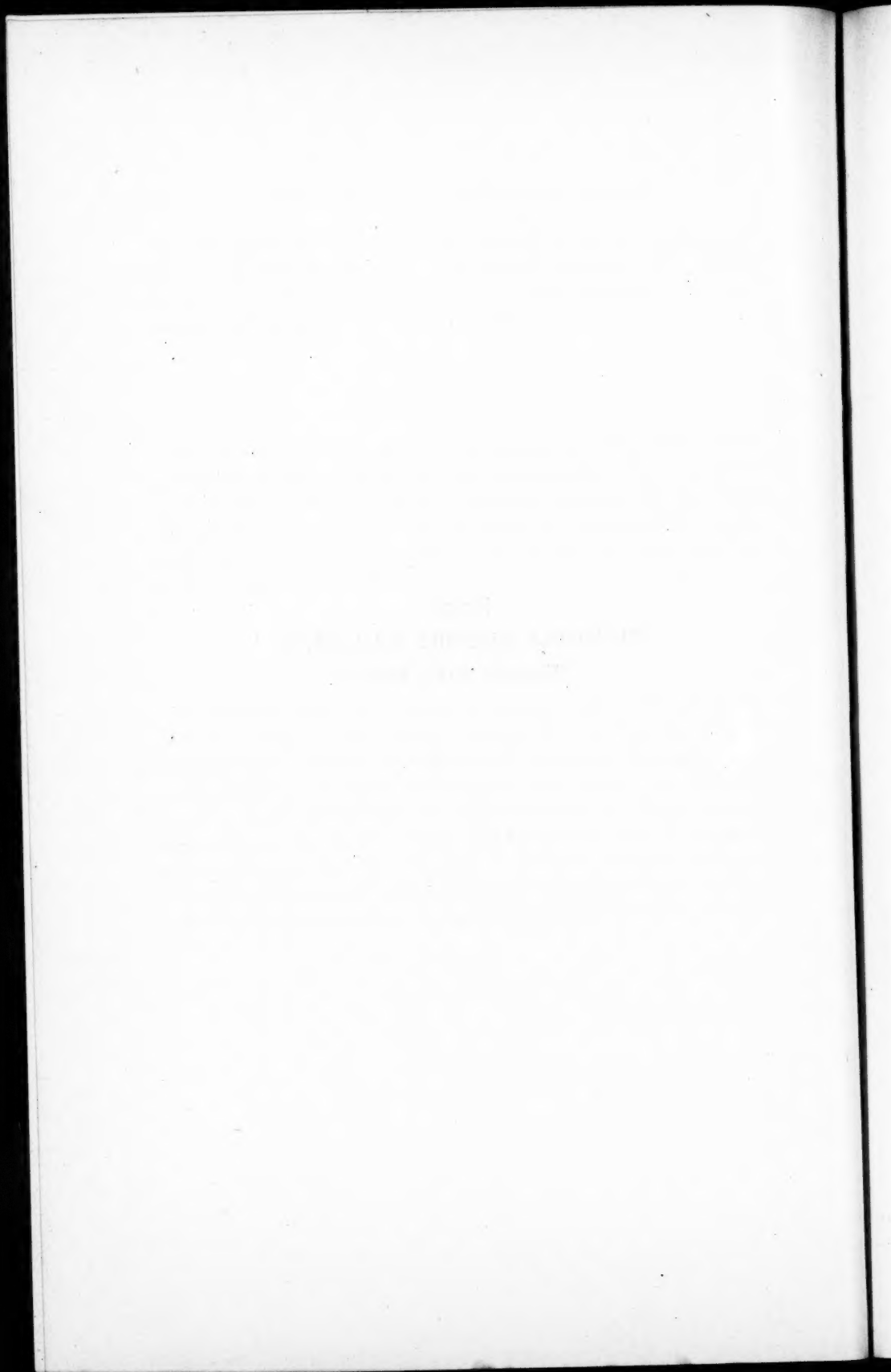
The society shall provide at its annual meeting for a social gathering or picnic, to be held on a given date and at a place to be decided from invitations extended through the recording secretaries to the society by members in the different townships of the county. Suitable record of such informal meeting shall be made and preserved.

IX

DELEGATES TO STATE SOCIETY

A delegate shall be chosen by the society from among its officers to represent the society at the annual June meeting of the Michigan Pioneer and Historical Society at Lansing. The transportation of such delegate to and from the place of meeting shall be defrayed by the local society. Such member shall attend carefully to such instruction as may be given at such meeting under the auspices of the State society, or of the Michigan Historical Commission, concerning the work of State and local historical societies and report thereon to this society.

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